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**The Effect of Online Reflective Journals on Birzeit University Students'
Creative Writing and their Attitudes towards them**

أثر المقالات التأملية الإلكترونية على الكتابة الإبداعية لدى طلبة جامعة بيرزيت واتجاهاتهم نحوها

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The Effect of Online Reflective Journals on Birzeit University Students' Creative Writing and their Attitudes towards them

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Dedication

I dedicate this work to the Almighty and Ever Magnificent, Allah; Alhamdulillah for His guidance, support, strength, power of mind, and protection.

For my life partner and my beloved husband “Amjad” who believed in me and has been pushing me forward since the beginning of our journey together. Without his love, support and understanding, this achievement could not have become a reality now!

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Abstract

Abu Hussein, Haya (2020). **The Effect of Online Reflective Journals on Birzeit University Students' Creative Writing and their Attitudes towards them. Ph.D. Dissertation, Yarmouk University (Supervisor: Prof. Dina Al-Jamal, Co-supervisor: Prof. Imad Sa'di).**

This study aimed to investigate the effect of online reflective journals on Birzeit University students' creative writing and their attitudes towards them. The study has followed the quasi-experimental design, where three instruments were used to collect the research data; namely: pre/post-creative writing test, an attitudinal questionnaire, and students' reflections. The participants were sixty mixed-gender freshmen students allocated randomly into a control group and an experimental group with thirty students for each group. The experimental group was taught by using the online reflective journals strategy, while the control group was taught conventionally. The study lasted for eight weeks. The results of the study showed that there were statistically significant differences at ($\alpha=0.05$) between students' performance on the creative writing test scores in favor of the experimental group as a result of using the online reflective journals strategy in teaching creative writing skills. The participants showed positive attitudes towards writing online reflective journals. Hence, the researcher recommended several recommendations for EFL university instructors, EFL schoolteachers, and researchers of TEFL to adopt the online reflective journals strategy as an effective way to improve EFL students' creative writing.

Keywords: Attitudes; Birzeit University; Creative Writing; Online Reflective Journals.

Chapter One

Introduction

Background of the Study

Writing is a fundamental language skill that is of high importance to communicating ideas, emotions, and thoughts. Typically, it is taught with other language skills, namely, listening, speaking, and reading. Learners start their academic journey with this skill at an early age since it cannot be disconnected from other language skills. Despite the long years of teaching and learning writing, this skill is perceived as a problem for many learners. It is complicated and challenging. A further challenge that instructors face while teaching writing is how to make their students enjoy the process and live it with all their feelings, emotions, and imagination to express their ideas freely and creatively.

According to Randolph (2011), challenges that EFL learners face when they write may entail being asked to write in an unpleasant or undesirable style that makes them uncomfortable, having to write on unattractive or uninteresting topics, elaborating on ideas in coherent paragraphs. And yet, the key to solving these problems can be seen through creative writing. In creative writing, students are given a free choice to write on the topics they love; they are not limited to one style or form of writing. Here, learners unleash their imagination to think, meditate, interact, create, and elaborate freely without any restrictions. In addition to the pleasure creative

writing brings to the writing process, it can enhance learners' cognitive and communicative skills (Cristopher, 1996).

Creative writing is defined as the art of producing fictional narratives e.g., short stories, poems, novels, etc. or written representations (Nettle, 2009). Other scholars add non-fiction writing like writing essays, articles, etc. (Root & Steinberg, 1999). Explicitly, Chen and Zhou (2010) defined it as an open-ended process that can enhance children's thinking skills and add to their creativity. Boden (2001) added another definition to creative writing as the skill of producing new and novel ideas that are understandable, precious, and unexpected. Larkin (2009) considers creative writing as a craft, not just a passion.

Creative writing includes the following key components: a- originality, which means the ability to produce new ideas, b- fluency, which is mainly about being able to create propositions quickly and smoothly, c- flexibility, which indicates the ability to generate a wide range of different ideas, d- elaboration, which means the ability to add more details to the main ideas (Torrance, 1996). Effective teachers try to find effective writing methods and strategies to promote creative writing skills. One strategy that involves making learners write without restrictions and can enhance using their ideas freely is reflective journals (Davies, 1995).

According to Kelly and Gargagliano (2001), writing is similar to playing a musical instrument; it needs much practice to master. Interestingly, one way of training is through writing online reflective journals. The research pointed out the

significance of using reflection on improving students' creative writing skills (Chen, Wei, Wu & Uden, 2009). Additionally, it has also been essential to help students improve personally and professionally (Dyment & O'Connell, 2011).

Reflective writing has its deep roots in several learning theories. For example, Dewey (1933) introduced interactionist and reflective thinking theories. He recommended adding learning experiences to enhance meaningful learning. To him, active learning happens when learners become genuinely engaged in the content in a personal way. Experiential learning is an essential aspect of engaging learners. Kolb (1984) created a four-stage model that leads to effective learning. Active experimentation, abstract conceptualization, reflective observation, and real experience are essential stages involved in that model.

Individual reflection may improve learner's insights, enhance critical thinking, and promote his/her cognitive awareness (Andrusyszyn & Davie, 1995). In a conference paper in 1997, Andrusyszyn and Davie explained how critical thinking could facilitate reflection as the means of interactive journal writing. Their paper demonstrated that a personal learning process could be provoked by having a private dialogue with oneself or with one's teacher over time. To be able to start using reflective writing, students should first be introduced to the reflective thinking, which is vital to identifying classroom problems and help to analyze and give possible solutions to such issues (Spalding & Wilson, 2002). Of course, learners should be able

to differentiate between telling and reflecting. They need to learn pedagogical strategies related to reflective thinking (Bolin, 1990; Krol, 1996).

Reflective thinking is a cognitive process, and a key feature in reflective journals encourages students to think deeply and meditate on their learning. It allows students to consider their experiences, decisions, and actions to recognize the values and beliefs behind their actions and decisions. Reflective thinking will eventually lead them to discuss any related results and consequences (Sumsion & Fleet, 1996). It also helps in building up their confidence and autonomy. Explicitly, reflective thinking takes into high consideration students' thoughts and perceives them of high value. It likewise helps to decrease stress and anxiety-related to the classroom environment (McGuire, Lay & Peters, 2009).

Attitudes are described as reactions with an evaluation to some referent or object, inferred on the foundation of someone's beliefs or views about the referent (Gardner, 1985). Brown (1994) observed attitudes by saying that attitudes can impact human beings, as they are part of the cognitive processes. These are developed from childhood due to parents' raising, peers' impact, and social contact. These attitudes can leave their profound effects on learners' experiences. Sauvignon (1976) perceives attitudes as a determinative factor while learning a second language. Rasti (2009) defined attitudes as the tendency to positive or negative responses regarding a particular thing, a perception, an idea, a person, or a condition. In short, attitudes in learning a foreign language are the set of beliefs that the learner holds towards learning

a foreign language. Brown (1987) defined attitude as to how people feel and believe in things, thoughts, people, etc. Brown added that among the crucial agents that influence learners' attitudes towards learning English language parents' and peers' attitudes towards English, how often students contact native speakers, bad experiences with native speakers, and their cultural attitudes (Cited in Suleiman, 1993).

Popham (2005) asserted the importance of learners' attitudes concerning teaching practices and new strategies. Hence, teachers should consider their learners' attitudes while introducing new instructional methods and strategies if they seek the effectiveness of these methods. Similarly, learners' negative attitudes can obstruct their progress in learning (Tunde-Awe, 2014).

Birzeit University has been showing great interest in teaching English, just like many different Palestinian universities and educational institutions. Besides being a core major, English is introduced from the first year to all students after sitting to the Placement Test that determines the levels students need to take. These levels vary from *A1*, the remedial level, to *B2*, the advanced level, and *C*, mainly about practical writing. Birzeit University places substantial interest on these levels as they are supposed to help students become more engaged in their majors and specializations, especially those that depend mainly on English as the language of instruction. Among all the primary skills taught, writing is particularly emphasized as it can help university students write their assignments, seminar papers, and graduation projects. Henceforth,

students' mastery in academic writing can be an essential factor in university study success (Pirsl&Kesić, 2011).

Accordingly, the present study aimed to help students improve their creative writing by using online reflective journals weekly. They were trained intensively inside the classroom on how to write their reflective journals to express their ideas and write about their experiences in learning. The students have also practiced writing on different topics and new subjects and the issues presented in their *Unlock* textbook.

According to (A. Abu Ayyash, personal communication, June 18, 2020), who is the Head of the Department of Languages and Translation at Birzeit University, a new English language educational program for undergraduate students was introduced by the Department of Languages and Translation as of September 2016. The educational program adjusts with the Common European Framework of Reference for Languages (CEFR) in its learner-centered philosophy. It depicts five levels of language achievement, beginning from level A1 at the basic learner level to level C1 at the advanced learner level of English language competence. *Unlock* is an academic English course that is consisted of five levels and was published by Cambridge University Press. It empowered learners' critical thinking skills and was designed to lead students to improve their academic and language skills, which is hoped to lead them to more success in their studies.

Statement of the Problem

As a teacher of the English language and a university instructor for more than fifteen years, the researcher noticed that undergraduate students face difficulties in writing classes. Their major problem is so apparent when conveying ideas. Many students tend to bank on memorizing specific written formats instead of improving their skills in writing. Eventually, as a result of this, the researcher has noticed that students' attitudes towards writing are negative. They always complain to their teacher about the boredom and difficulty they suffer while writing. Potentially, this has affected their academic achievements in writing exams and assignments.

The researcher noticed that little research was conducted in the Palestinian context on the effect of using online reflective journals on creative writing development. The researcher believes that the role of technology can augment students' creative writing, which may, in turn, enhance their overall language achievement.

Purpose of the Study

This study aimed to investigate the effect of online reflective journals on improving creative writing skills of Birzeit University students, and it also aimed at investigating their attitudes towards them.

Questions of the Study

The study aimed to answer the following questions:

- 1- Are there any statistically significant differences at ($\alpha = 0.05$) in creative writing skills between the scores of the students in the experimental group and the scores of those in the control one, attributed to the instructional strategy (online reflective journals vs. the conventional)?
- 2- What are students' attitudes towards writing online reflective journals?

Significance of the Study

This study is significant as it is hoped to give valuable insights to stakeholders at the Ministry of Education and Higher Education, as well as to practitioners in the field of teaching on the significance of using reflective writing as an effective strategy to improve students' creative writing skills. It is also hoped to enhance using technology to improve students' creative writing skills. It is worth mentioning that, to the best of the researcher's knowledge, this study may be one of the few that investigated using online reflective journals on improving creative writing skills in EFL teaching at Palestinian universities.

Definition of Terms

Reflective Writing: According to research carried out in 2008 by the Learning Center, the University of New South Wales, reflective writing is relevant to responses obtained by one's experiences, opinions, events, thoughts, feelings, or knowledge. So, it is a way of thinking where one has an opportunity to obtain self-knowledge. To this end, a better understanding of learning reinforcement can be achieved. In this study, reflective writing is meant to be an interactive way to meditate, think deeply, ask

questions, and give their reflections on their learning experience by writing online journals on assigned topics. Reflective writing is the students' way to express their feeling about what they learn or experience freely and creatively.

Online Journals: According to Rusli and Sutopo (2019), an electronic or online journal can be defined as "a periodical publication which is published in electronic format, usually on the Internet." In this study, the online journals are students' online shared essays in response to the teacher's assigned topics or themes or suggested by students. The researcher chose particular topics that are related to the ones in the students' textbooks frequently and sent them through a messenger group to all students. The social media means used in this study is the Messenger App. Here, students can write at their comfort, and get feedback immediately on their work.

Creative Writing: an essential form of conveying ideas that let learners present their ideas, thoughts, and feelings freely by using their imagination without any restrictions on paper. In this study, the researcher intended to improve creative writing skills, including originality, fluency, flexibility, and elaboration.

Originality: in this study, originality stands for students' ability to generate new and novel ideas by using their imagination while writing. It is one of the sub-skill of creative writing.

Fluency: the second sub-skill in creative writing, it means the ability to express one's ideas, feelings, and emotions quickly and articulately.

Flexibility: the third sub-skill in creative writing, which stands for students' ability to change their ideas or adapt them accordingly and look at things from different angles.

Elaboration: the fourth sub-skill in creative writing, it refers to students' ability to explain their ideas with more details (facts, definitions, concrete details, quotations, and informative examples).

Attitude: is a cognitive process in which learners express or respond to how they perceive specific ideas, situations, and methods of learning (writing online reflective journals) either positively or negatively. Precisely, students' attitudes towards online reflective journals and their effectiveness in creative writing are measured by an attitudinal questionnaire developed by the researcher.

Limitations of the Study

1. This study was carried out during the second semester of the academic year 2019/2020. A longer duration may have different results.
2. This study was limited to the students of *Unlock* B1 intensive course (2400) students at Birzeit University in Palestine. Therefore, the results can be generalized in a similar educational setting.
3. This study was limited to the method of online reflective journals on creative writing skills. Other methods of teaching may have different results.

Chapter Two

Review of Related Literature

In reviewing the effect of using online reflective journals on creative writing skills alongside attitudes towards it, this chapter entails three main sections. The first section introduces a theoretical review of related literature associating six major subheadings: reflection in education, reflective journals, creative writing, creative writing skills, and attitude. The second section presents empirical studies on reflective journals, studies on creative writing skills, and studies on the effectiveness of reflective journals on improving students' writing performance. The last section is the concluding remarks.

Theoretical Literature

Reflection in Education:

According to Houston (1988), the history of reflection goes back to Plato, Aristotle, Confucius, and Buddha. Those great philosophers were mainly concerned with reflective thinking. Reflection in education was launched firstly in the 1930s by John Dewey. In Dewey's words (as cited in Spalding & Wilson, 2002), reflective thinking is described as the dynamic, relentless, and careful thought of conviction or assumed type of information in the light of the grounds that help it and the further ends to which it closes. Schon (1987) explained reflective thinking differently as a kind of conversation that happens between action and thought. Bolton (2005) believed that reflective practice could be described as the practice that is based on

understanding and explaining values and beliefs, this assumption is based on the constructivism theory in learning as both of constructivism and reflection can contribute in improving teaching and learning practices.

Lew and Schmidt (2011) observed self-reflection as a procedure which the student experiences to think back on his past learning experiences and what he did to empower figuring out how to happen (for example self-reflection on how the learning occurred) and the investigation of associations between the information that was instructed and student's thoughts regarding them (for instance self-reflection on what was found out). The authors claim that consistent engagement in both processes by the learners by practicing self-reflection leads to better academic achievement. Reflective thinking is perceived as a process that both teachers and learners should go through and practice very often to improve their teaching and learning processes (Risko, Roskos, & Vukelich, 2002). Rodgers (2002) asserted that teachers need to obtain some crucial skills so that they can build their capacities in decision-making based on their experiences.

Many scholars have agreed that reflection is useful in the educational process in general (e.g., Van Manen, 1977; Zeichner and Liston, 1985; Farrell, 2011). Additionally, Schon (1983), in his book *The Reflective Practitioner*, shed light on two critical stages of reflection: reflection-in-action and reflection-on-action. The first stage involves reflecting and responding to a situation directly at the moment and react instantly to the case; the second stage takes place after the event or the experience,

and it requires looking back at the situation, meditating at their practices, and evaluating them carefully so that in the future practitioners can improve their practices, avoid previous mistakes and put prospective plans to enhance their actions. Killion&Todnem (2001) explained reflection-for-action in which a person is expected to interpret the situation he went through, makes inferences, and becomes reflective in a critical way so that he/she can gain different perspectives.

According to Atkins &Murphy (1993), all reflective learning theories include the same reflective processes but are only different in their names and terms. These stages are awareness, which is mainly related to feelings and emotions, critical analysis in which the reflective person examines his real perceptions and knowledge, and new perspectives, including obtaining new insights and learning from the experience. Although these stages are looked at as linear and happen in a sequence, Atkins and Murphy see them fully integrated. Bartlett (1990) observed reflection as something beyond thinking and has its efficacy in teaching practices. For him, reflection focuses on the everyday study classroom educating of the individual educator just as the institutional structure in which the instructor and learners work. Reflection, therefore, had a double meaning. It involves the connection between instructors and their enrollment in a bigger collective called society.

Kember, McKay, Sinclair, & Wong (2008) explained that there are four different features of knowledge: knowledge is absolute, knowledge is transitive, knowledge is independent, and knowledge is contextual. In the same study, Kember

et al. described the components of reflective thinking and reflective practice which include habitual action (what has been learned before and is frequently used and has become an activity that is done automatically), understanding (which depends on utilizing earlier information without assessing this information in practical or personal situations), reflection (which is based on criticizing assumptions and beliefs since solving problems requires taking procedures and steps and questioning the validity of these steps), and critical thinking (which involves examining the assumptions and reflecting on them critically).

The useful role of diaries to improve university students' reflective practice was discussed by Hubbs and Brand (2005). Hubbs and Brand (2005) stated that reflective journals could assist students in developing automatic thinking and the habits of mind and lead them towards a transformative process when engaged in mutual dialogue by their teacher. Boud, Keogh, and Walker (1985) highlighted the importance of being aware of a person's feelings while going through an experience, which can enhance more involvement in their learning experience. They also identified three important points that should be considered in reflection and learning. First of all, students can only reflect on their own experiences, which indicates the importance of allowing them to have their education skills.

Consequently, educators and teachers only have access to students' feelings and experiences they choose to report. Secondly, Boud et al. explained that reflection on learning as a purposeful action is done according to a plan and procedures that lead to

reflection, which can be attained through mediation and daydream. However, this reflection should be goal-directed critical thinking. The last point involves the fact that reflection is a complicated process that includes other cognitive processes. Some negative feelings can lead to problems and barriers to students' learning, resulting in false interpretations and weakening their active participation and success. On the other hand, positive feelings can lead to good influence and great empowerment, leading to dynamic and successful learning.

In the age of social media, it is fundamental to integrate reflective journals in the educational process. Studies were conducted to discover more about the prospective positive outcomes of writing blogs, wikis, online or electronic journals (McLoughlin & Lee, 2007). Some researchers posed important questions concerning engaging students in writing online. For example, Klages and Clark (2009) showed their concerns with students' abilities to switch between using technology with their friends and using it for academic purposes. That's why it has become essential to focus more on research on using online reflective journals.

Schon (1987) gave a different explanation of reflective thinking as a kind of conversation between action and thought. Schon concentrated on reflection-in-action, which enables students to utilize their tacit knowledge effectively in short. Imel (1992) suggested the essential position of reflective practice in enhancing significant self-awareness and new experience about professional practice. Reflective practice can result in helping teachers and students recognize the problems they face and deal

with them better. Moon (1999) accepted that reflection assists with moving to gain knowledge from the surface to profound stages as it helps learners internalize new learning. Harri-Augstein and Thomas (1991) asserted in their research that reflection is a significant effort that should receive external support from teachers so that students can engage successfully in the process. Tomlin, Hines, and Sturm (2016) suggested that reflective capacity in professionals can be developed by following a set of regular, community-oriented, and secure, intelligent supervisory relationships.

Korthagen (2001) believed that the main aim of reflection is to create competent self-directed learners. Furthermore, he worked to improve a particular model for active reflection. He called it the ALACT model (**A**ction, **L**ooking back on the **A**ction, **A**wareness of **E**ssential **A**spects, **C**reating **A**lternative **M**ethods of **A**ction and **T**rial). This was designed for practicing reflection effectively.

Weatherston and Barron (2009) explained that the reflective practice should be involved within the secure and reflective space provided by the supervisor (teacher), who tends to keep encouraging and fostering the supervisees (learners). They should be wonder, be thoughtful about their experiences, and have awareness about the way of thinking. This process is depicted by consistency, trust, transparency, interest, and regard.

Rodgers (2002) asserted that teachers need to obtain some essential skills to build their capacity in decision-making based on their experiences. Reflection in the

context of learning was also defined by Boud et al. (1985) as those intellectual and emotional exercises that people engage in to investigate their experience, which prompts new understanding and appreciations (Boud et al., 1985 as cited in Lew & Schmidt, 2011). Self-reflection has been claimed to be effective in autonomous learning skills development and learners' abilities in setting their learning goals and their core role in student-centered learning (Gronich, 2004; Frances and Rose, 2009). Sivasubramaniam (2011) asserted the metacognitive process of self-reflection and its primary effect on the significant elements of constructivism learning environment that involves viewing the knowledge constructed between teachers and students mutually, using relevant activities and other tasks, in addition to bringing a boost for thinking about understanding and the synergistic development of information through relational affiliations and arrangements.

Kember, Leung, Jones, Loke, McKay, Sinclair, et al. (2000) introduced four basics that cover reflective practice: constant action, understanding, reflection, and necessary reflection. This assumption claims that students' reflection varies according to their beliefs and thoughts towards knowledge. This means that the knowledge theories students adopt can affect the way they learn and make judgments. This is mainly known as 'cognitive beliefs.'

Reflection has gained significant status in TEFL. Reflective practice has a substantial status in teaching the English language as other fields in education (Farrell, 1999). This trend in ELT has been enhanced and encouraged by many experts.

Reflective Language Teaching (RLT) has several aspects and features because it has been affected by many theorists (Farrell, 2008). According to Richards and Lockhart (1994), RLT is seen as an approach through which L2 teachers and instructors gather information about educating, analyze their perspectives, convictions, suppositions, and showing practices and utilize the data acquired as a reason for necessary reflection.

Reflective Journals

According to Richards and Farrell (2005), a reflective journal is an essential way for teachers' professional development. These reflective journals can also have an interchangeable role in measuring the improvement learners can obtain in one area of knowledge (Santrock, 2011). Reflective journals have also been used as tools for data collection in different research studies (Griffiee, 2012). Hatton and Smith (1995) clarified the importance of reflective journals as they let learners think about past experiences and mediate positively and constructively about future implementations. Reflective practice and reflective journals are essential components of today's learning. They allow learners to amend undesirable actions by having more constructive insights on future work. Many experts have advocated reflective journals as they can slow down the learning pace, raise the sense of learning ownership, highlight the essential role of feelings and emotions in learning and enhance metacognitive skills (O'Connell & Dymment, 2011; Samuels & Betts, 2007).

Alber-Morgan, Hessler, and Konrad (2007) clarified the importance that writing has gained importance among students in educational institutions and workers in their labor sites, and this has resulted in more awareness among them both to improve their abilities in this significant skill. Teachers have used traditional journaling with pens and papers for many years. However, with the increase in technology development and its extensive use in daily lives, it has become essential for teachers to make use of this technology in teaching and learning, especially using social networks (Fogg, 2010).

Yancey (2009) believed that the 21st century would present a new trend in learning writing in an informal way of instruction based on the substantial expansion of using technology. In this new trend, the learners can cooperate with their peers to evaluate their authentic texts. Researchers (e.g. Lenhart, Madden, Macgill, & Smith, 2007) explained that a reflective journal is an essential activity through which learners can culminate their knowledge after having experience in learning. For him, this process is a reflection of life-long learning, and electronic journals are essential for distant learners.

Creative Writing

Emig (1977) defined writing as starting and making an extraordinary verbal construct that is graphically recorded. According to Hedge (2000), writing includes various skills that students need to learn. Among those skills are defining objectives, creating thoughts, arranging data, determining fitting language, making a draft,

perusing, and auditing it, modifying and altering. It includes a mind-boggling process that is neither simple nor unconstrained for many second language writers.

Writing is an intricate, multifaceted, and deliberate demonstration of correspondence cultivated in an assortment of conditions, under different limitations of time, and with a variety of language assets and mechanical instruments (The Writing Revolution, 2014). Harmers (2004) defined writing as a type of communication that conveys musings or emotions through-composed structures. Students practice writing every day as part of their routine activities. They take lecture notes, text their friends on *what'sapp* or *messenger*, or even write an application letter to join a club or ask for financial help in their academic institutions. Writing is part of their regular daily life. However, most of these students admit that their writing lacks appropriate writing skills, which may put blocks in their graduation routes (Kirst&Venezia, 2001).

Additionally, writing is defined as a recursive process involving both cognitive and metacognitive skills (Larkin, 2009). It is considered one of the problematic language skills students to master (Kollogg, 2008). For Foreign English language classes, it is an important goal to help students write creatively and use their imaginations and employ their feelings in writing essays. As defined by Boden (2001), creativity is the skill of coming out with new thoughts that are astonishing, understandable, and important somehow or another. Kaplan (2019) believed that creativity is vital to innovation, modernity, and sustenance. Creative writing has

importance since it helps learners to discover the real value of the writing and can help to improve reading and writing skills (Essex, 1996; Shanahan, 2006). Hyland (2002) believed that we could consider innovative and creative writing to be any composition, fiction, or non-fiction. Hyland usually considered novels, books, short stories, and poems in this classification; however, it can likewise incorporate screenwriting and playwriting, which are writings to be performed, and innovative genuine, for example, individual and editorial articles.

Lukiv (2006) defined creative writing as a way of writing through which a person can imaginatively express his/her thoughts, feelings, and ideas differently and uniquely. Lukiv thought that what guides and directs this type of writing is the writer's need to express opinions, not the logical progression of expository writing. Creative writing is likewise introduced as an open-ended design process that constructs on creativity and is related to the thinking skill development of children (Chen & Zhou, 2010). Larkin (2009) believed that creative writing exceeds passion for becoming a craft for practicing individual writing awareness and following effective writing processes to come out with written texts.

Creative writing is the investigation of composing (including poetry, fiction, drama, and creative non-fiction) and its settings through imaginative creation and reflection on the process. By writing, we mean books and other written words, yet also, scripted and unscripted exhibitions, oral and recorded yields, and the assortment of structures conceivable in electronic, advanced, and other new media. Creative writing can utilize any structure or type of composing as an excellent subject of study,

yet the creations of creative writing tend not to be enlightening, yet innovative translations of the world that welcome the perplexing interest of the audience or reader (Bennett, Clarke, Motion, & Naidoo, 2008). Creative writing is mainly related to letting students use their imagination freely (Nettle, 2009).

Creative Writing Skills

Karuri (2012) defined creative writing skills as the capabilities that facilitate the students and prepare their ideas into words during a purposeful and logical kind supported four creative scopes precisely flexibility, elaboration, proficiency, and fluency. According to Cramar (2003), creative writing skills can help students to communicate their thoughts, feelings, and emotions. Creative writing can be students' tools to turn their creative imagination into words. It also allows them to reflect on their experiences in a new and different way. That's why creative writing is always perceived as an essential way to improve students' writing skills. Some experts have believed that creativity is an inborn ability and has nothing to do with learning (Ansari, 2013). However, others have rejected this assumption and have asserted that creativity can be taught with careful gearing and constant encouragement. This means that teachers can provide essential instruction to improve their students' creativity (Barbot, Tan, Randi, Santa-Donato & Grigorenko, 2012).

Among the many strategies that appeared to improve creative writing are the SCAMBER strategy, which aims to develop thinking skills, creative imagination, and motivation for learners (Serrat, 2009). This strategy was designed by Eberle (2008). SCAMPER stands for the initials of **S**ubstitute, **C**ombine, **A**dapt, **M**odify (also **M**agnify and **M**inify), **P**ut, **E**liminate and **R**everse. In 1970, Frank Williams presented a group of methods aimed to improve creative writing. These methods were based mainly on two groups of processes. The first group included the following sub-skills: originality, flexibility, fluency, and elaboration. The second group included emotional processes like curiosity, adventure, a tendency towards complication, and sensibility.

To get students to write creatively, there are some particular strategies that teachers need to adopt frequently with their students. According to Indira (2017), teachers should provide their students with clear and direct writing instructions, steps, and techniques. Second, students should write regularly and do enough practice on different topics. Third, teachers should always supply their students with excellent writing models and essays on various subjects. Fourth, teachers should keep presenting and teaching all writing steps and processes as students can easily get lost or simply forget them while writing different topics. Fifth, it is of high importance to keep directing students and reminding them to be careful in the last stages of writing and continue editing and do thorough proofreading to avoid many mistakes and improve their writing accuracy. Finally, providing accurate and specific feedback on time and regularly can help students improve their writing and prevent future errors.

Demaria (1999) believed that creative writing includes imagination, creativity, and innovation in shape and form. Creative writing doesn't only transmit facts and knowledge but also trains students to possess excellent narration, story writing, and conversation skills. Chandio, Khan, and Samiullah (2013) explained that creative writing is based on using the skill of imaginative thinking to produce new ideas and using the mental skills to generate new ideas fluently and flexibly. These ideas should be novel and ingenious. Christopher (1996) thought that creative writing is characterized by originality, flexibility, accuracy, imagination, and organization. Creative writing can take the form of stories, poetry, playwright, and dialogue.

According to Brookes and Marshall (2004), creative writing is characterized by the following skills; these are originality, fluency, flexibility, and elaboration. The first skill is originality, which stands for the writer's ability to produce new and original ideas that are innovative and unique. Fluency involves the ease and speed that can help a creative person retrieve information from memory. It means the ability to generate ideas that are relevant to the topic of writing. The third skill is flexibility, which involves the ability to come out with ideas that can support the main topic. Finally, elaboration means expanding in detail by providing more information and analysis (Starko, 2005).

Attitudes

Attitudes assume a significant role in our everyday lives and decisions, and what we like, we do not like, what we choose, and what we neglect. Attitudes can be defined as the summary evaluations of somebody, what one wants, likes, dislikes prefers or does not prefer (Eagly&Chaiken, 1993).Gardener (1980) defined attitudes as the aggregate of man's senses and sentiments, partialities or inclination, assumptions, fears, dangers, and feelings about any predetermined theme.

Students' attitudes towards writing are fundamental in this research. Breckler (1984) has broken this term into three main components; the Affective, the Behavioral, and the Cognitive components (ABC model) to point out the importance and high complexity of this term. Similarly, Baker (1992) identified three main elements of attitude: the affective, the cognitive, and the conative, related to purposeful action. In any learning experience, learners' attitudes are of significant importance. Strong (2006) maintained the kind of relationship between positive learners' attitudes and the success of the learning experience as interconnected.

Attitudes are significant in learning English as a foreign language. According to Sauvignon (1976: 295), "attitude is the signal most important factor in second language learning." Falk (1978) claimed that learners who are successful in learning a foreign language are those students who have positive attitudes towards native speakers of that language concerning their mother tongue and their target culture. They are eager to get integrated into their society as well.

In teaching and learning, positive attitudes have a vital role in facilitating learning a foreign language. According to Oller (1979), attitudes are merely one kind of element that offers ascent to inspiration, which brings about the accomplishment of capability in a second language. This definition has a valued status in EFL learning as it relates the motivation in learning a foreign language with the positive attitudes learners have towards it. Gardner, Lanlonde, and Moorcroft (1985) believed that attitude could be considered an essential agent that occupies an essential position in learning a foreign language as it determines the efforts paid by learners to learn that language. This implies that EFL instructors have to be aware of fortifying EFL learners' positive attitudes towards strategies used in teaching English inside or outside the classroom.

Omaggio (2001) asserted in her fourth hypothesis the significance of taking students' attitudes and preferences into high consideration to enhance language proficiency. Furthermore, other experts have stated that in any learning strategy, students' attitudes should be considered highly for the vital role they have in bringing interaction with the text (Hedgcock and Ferris, 2009). The importance of attitudes in learning is also highly relevant to enhancing motivation towards learning. Oroujlou and Vahedi (2011) emphasized the secure connection between positive attitudes and high motivation in learning.

Empirical Studies

Nusr and Njoon (2009) explored the impact of utilizing reflective journals on writing achievement and the writing attitudes of Jordanian eighth EFL students. The study sample consisted of two sections at the Educational Creativity Schools in Amman, Jordan. These two sections were assigned purposefully as experimental group (eighteen students) and control group (eighteen students). The study had used two data collection tools, and they were: an attitudinal questionnaire and a writing test with a scoring scale. After eight weeks of writing reflective journals by the experimental group, the study results showed that the experimental group's achievement in the writing test was significantly higher than the control group. The attitudinal questionnaire analysis proved very positive attitudes from eighth students towards using reflective journals than using the traditional methods. The researchers recommended using reflective journals in writing instruction to lead to positive results and better attitudes towards writing.

Branch (2010) investigated the effectiveness of reflective practice and reflective journals on enhancing humanistic qualities and communicative skills for medical students, young faculty members, professionals, and other workers in the health field. The study followed a qualitative longitudinal process over a twenty-two period. The researcher analyzed the detailed descriptions and reflections. The results showed that the educational programs based on reflective practice, including longitudinal learning over a long period in small groups, creating a support group

process, conspicuous inclusion of reflective learning, and experiential learning have led to significant results in enhancing humanistic values and can have more transformative impacts on learners. The results of this study and its effects can be taken seriously for future educational efforts to improve humanistic professionals.

Liao and Wong (2010) investigated the effectiveness of discourse diaries on L2 learners' writing fluency, reflections, tension, and motivation. The study's sample included forty one-tenth grade students in Taiwan. Each one of these students was asked to write twenty-four journals at two journal entries weekly. The study consisted of 984 journals written by students, open-ended questions, and interviews and the results of pre/post-study questionnaires and a pre- posttest on the students' writing skills and performance. The results showed how dialogue journal writing enhanced writing fluency, reflective thinking skills, and increased intrinsic motivation. The (DJW) helped also reduced writing anxiety. Moreover, the students' attitudes towards (DJW) as this strategy enhanced self-understanding and self-development. Students declared that (DJW) increased their self-confidence, which has helped them get along better with each other and matured them as they kept sharing their ideas, feelings, and self-perceptions. Students' confidence in English writing was improved and their daily reflection was enhanced.

Yang (2010) investigated students' reflection on online self-correction and peer review to improve writing. This study aimed at eliciting both students' reflection on self-correction (reviewing and problem- solving of their writing) and peer review

(reviewing and problem -explaining of their classmates' writing) to enhance their text writing using an online system. A sample of ninety-five undergraduate students was asked to write reflective journals. These journals were analyzed using content analysis to compare their reflection on their self-correction with their reflection on peer review. The study outcomes showed that students were able to monitor, adjust, and evaluate the process of their writing while pursuing text writing enhancement. In their reflective journals, participants clarified that self- correction aided them to discover and reveal their grammatical errors; on the other hand, the peer review helped them to look at their texts from their classmates' spectacles. Depending on their classmates' perspectives, students could make further modifications to text advancement, organization, style, etc. Through reflective journals, students supported their peers and learned better from each other, which has enhanced the writing process.

Mansour (2011) carried out a study to discover the usefulness of a reflective learning journal on enhancing what students learn. To answer the research question, the researcher has established a personal blog named '*Jurnal Pengurusan Emosi.*' The participants in this study were all the registered students in the elective course of Managing Emotions in University Kebangsaan, Malaysia. These students were required to submit reflective journals every week. In these e-journals, students were required to reflect on the topics they learned. The results showed excellent feedback from students towards e-reflective journals as the e-reflective journals enhanced the concept of understanding, thought expression, and knowledge sharing. The researcher

concluded that this strategy could help lecturers improve their instruction methodology.

Bayraktara and Okvuranb (2012) investigated how to improve students' writing through creative drama. According to the researchers, the drama genre is essential to enhance their communication skills by using words, gestures, body language, and writing. Drama can also improve personal perception and creative thinking skills. The study tried in particular to examine the impact of original drama on enhancing the creative writing skills of fifth-grade students. The study followed a mixed design (qualitative and quantitative), and the data were collected from a primary school in Ankara, Turkey, mainly from three classrooms. The researchers asked the students in control and experiment groups to write short stories before starting the experiment. Only the experimental group students participated in creative writing, reading, and creative drama activities for eight classes; each of these classes lasted for forty minutes. Students did further activities, including participating in creative drama activities based on the selected daily readings. At the end of the experiment, only experiment group students were asked to write new short stories. These stories were read, evaluated, and scored according to the story writing rubric. Interviews were carried out with experimental groups' students to investigate their attitudes in this experience. The results showed significant differences between students' achievements in the control and experimental groups for the experimental groups. The interviews also showed positive attitudes from students towards using creative drama activities.

Farrah (2012) evaluated the effect of reflective journals on improving the writing process, increasing motivation, and enhancing creativity and critical thinking. The study took place at Hebron University on a sample of 120 mixed gender university students divided into four different sections of writing. For data collection, a questionnaire with nineteen items was disseminated, and the things were fluctuated by three primary measurements: improving learning, inspiration, self-confidence, value, and convenience. The outcomes demonstrated that writing reflective journals have positive results in enhancing the writing process and enhancing students' motivation, self-esteem, and creativity.

Salehuddin, Ibrahim, Zainudin, and Aladdin (2012) conducted a study to investigate how topical presentations and reflective diaries can promote mentalized learning. Decpartmentalised learning was defined in this paper as learning that involves active memorization and full understanding and comprehension. Twenty-eight undergraduate final year students who were enrolled in a Psycholinguistics course took part in this study. They were between twenty-one and twenty-three in age. The researchers used two assessment tools to evaluate students' achievement in the class and how they got improved. These tools were the topical presentations and reflective diaries. The researchers informed the students at the beginning of the course that they were needed to do topical presentations and reflective journals as part of the assessment and evaluation of the course and according to specifications prepared in advance. They were also informed that the aim and purpose were to help them enhance

their learning in the class. At the end of the intervention, the analysis of results showed significant improvement in the students' performance in the quizzes from the previous semester's linguistic courses. As for the reflective writing diaries, the results showed that it helped improve students' learning in the course, which was clear from their results. Finally, the researchers believed that this style in learning should be enhanced more and more studies should be carried out in the future with a more significant number of courses and in different specializations.

Miyazoe and Anderson (2012) conducted a research to find out changes in writing skills in the response of using online tools. These tools included discussion forums, blogs, and wikis in an EFL blended-format course. The researchers used three instruments to collect research data, a questionnaire, interview, and text analysis. The researchers found out a qualitative change in separated composing styles for discussion and blog entries. The researchers proposed additionally arranging targets for each writing device to lessen students' intellectual burden and to encourage language obtaining. They likewise proposed a goal-centered internet writing design model, which utilizes forums for conversation, web journals for reflection, and wikis for more joint effort for higher learning outcomes.

Sidek and Yunus (2012) investigated students' experiences in using the blog as learning journals. The study was conducted on 60 students from the COM2033 (Public Speaking) course at MARA Professional College in Malaysia. The study followed the qualitative design to collect data by observing students' journal entries and comments

and interviewing six students to get more perspectives about students' experiences in writing blogs as learning journals. The results showed that students enjoyed the process of writing blogs in their lessons. Moreover, they indicated that they wish if this strategy can be used more commonly in learning. The findings also revealed students' recommendations to improve the use of blogging through their experiences.

Wang (2012) examined the connection between creative thinking and reading and writing. The researcher tried to see if there is a relationship between extensive reading and writing, and high creative performance. To gather the required data, 196 university students from different specializations and university majors participated. These participants were required to answer a questionnaire in addition to completing a creativity test. The survey required students to state the number of hours they spend during a school year in reading and writing, as well as their background information. The results indicated that those students who spent more hours in extensive reading and writing have outperformed in the creativity test more than those who consumed fewer hours in extensive reading and writing. The study also showed a clear correlation between the scores of elaboration in particular and the attitudes towards reading and writing and the time students spent in these two skills. The researcher has ended the study with recommendations for both parents and teachers to promote creative thinking for students and kids by increasing the hours of extensive reading and writing in different languages.

Alsaleem (2013) carried out a quasi-experimental study to decide if using the WhatsApp online journaling on smartphones can impact enhancing writing vocabulary, word choice, and voice of undergraduate Saudi female students. To conduct this research, the researcher followed a quantitative design depending on a pre-posttest on a sample of thirty students; these students were both the control and experimental group at Allmam Mohammad Ibn Saud Islamic University. A rubric to score the writing task for students before and after the treatment was used. The students were required to post their reflective responses on different topics via WhatsApp. The students reacted to the dialogue journal very well. They considered it as a game rather than an educational experiment. The students were allowed to use the electronic dialogue journal as a tool of learning with a sense of enjoyment. The results showed significant differences between the pretest and the posttest results in the writing scores, thereby asserting the positive effect of using an electronic dialogue journal to improve voice and vocabulary selection.

Abednia, Hovassapian, Teimournezhad, and Ghanbari (2013) explored in-service EFL teachers' perceptions of reflective journal writing. Their study followed the qualitative method design that used focused group interviews with six in-service EFL teachers to discover the advantages and difficulties of using reflective journals. The researchers have analyzed the data thematically. The analysis results have shown the effectiveness of using reflective journals by EFL teachers to improve self-awareness, recognition of important issues related to EFL, and enhancing teacher

educator dialogue. On the other hand, the participants also referred to some challenges that should be considered, including the necessity of in-depth reading content and material and the need for active participation in all discussion to be able to write well-written and quality reflective journals. Based on the gained results, the researchers advised cultivating the culture of dialogue and writing reflective journals in teacher education programs and sharing these journals with a broader circle of colleagues and peers.

Colomer, Pallisera, Fullana, Burriel, and Fernández (2013) conducted a comparative analysis to investigate higher education reflection. This descriptive exploratory study followed a quantitative design by using a questionnaire to explore the following reflective learning aspects: self-knowledge, relating the experience to knowledge, self-reflection, and self-regulation of the learning processes. The survey was applied to learners from varied courses (social education, environmental sciences, nursing, and psychology). The main goals of the questionnaire were to decide students' evaluation of reflective learning method, to get evidence of the main challenges faced by learners while using reflective learning methods in the process of reflective learning in different courses and finally to find out learners' attitudes and perceptions concerning the contributions of integrating reflective learning in their learning processes. The results of the study showed that students had rated reflective learning methodologies positively. The researchers have indicated that reflective learning is not commonly used in university education; however, this study has proved the

necessity to use more reflective learning and try to make use of students' perceptions to improve better strategies in reflective learning to enhance independent learning to new professional situations.

Lengelle et al. (2013) investigated the effectiveness of creative, expressive, and reflective writing on the formation of narration that gives meaning and direction among higher education students and their career learning. The participants were asked to take part in a two-day writing course. The writing content of the experimental group was compared with the writing content of students who did not participate in the writing course (control group). The writing samples from the work of both groups were compared and analyzed using the Linguistic Index Word Count program and another tool founded on Dialogical Self Theory. The results showed the effectiveness of creative, expressive, and reflective writing on promoting career narratives.

Chang and Lin (2014) investigated the effectiveness of electronic reflective journals on reading and communication in language learning based on a university web-based English course for (EFL) learners. In this study, the researchers have developed a multimedia program based on using the English language. This program has comprised fifteen units and was taught online throughout one semester. The sample consisted of 98 undergraduate students split into two groups. The experimental group used the reflective e-journals and the control group, which followed the usual way through exercises related to the content. The research aimed at investigating the expected effects of using reflective e-journals to help enhance students' learning

reading comprehension and communication in English as a foreign language in Taiwan. The researchers have used a pre/posttest and a questionnaire to investigate the treatment's effect on students. The study outcomes showed that students' performance who used reflective e-journals in learning has excelled in the production of those who followed conventional content-based learning. Reflective e-journals improved students' learning and helped students enhance their organizational skills and writing abilities. Students also declared that e-journals aided them in reviewing the course material and preparing for their exams.

Ruiz-López, Rodríguez-García, Villanueva, Márquez-Cava, García-Mateos, Ruiz-Ruiz, B., and Herrera-Sánchez (2015) explored instructors' attitudes, and experiences concerning the reflective journals in clinical learning. This study aimed to upgrade the clinical journal writing in all health science degrees presented by the university. The study followed a qualitative design using the action research method. One hundred and two students from different health sciences were involved in the research. To collect essential data, triangulation of document analysis for the students' journals and teachers' journals and their responses to students' journals was done by the researchers. The results showed that reflective journals could be a useful teaching strategy. They also confirmed the importance of establishing a trustful relationship between students and instructors, in addition to the significant position of emotions and the work as a teacher. The study was concluded by presenting some essential

recommendations for teachers, including encouraging students to write and reflect freely and adopt this approach in all stages of their research.

Tok and Kandemir (2015) investigated the effectiveness of creative writing activities on learners' academic accomplishment in writing, writing dispositions, and attitude to English. The study followed the quasi-experimental design, with only one group as a control and experimental group. Thirty-seventh-grade male and female students participated in this study in a pre and posttest design. The study was conducted in a primary school in the Turkish city of Denizli. For four weeks, the researchers have used creative writing skills in writing instruction. After comparing students' results in both pre and posttest, there were statistically significant differences in the students' writing achievement after carrying out the treatment. Disposition in students' writing was also improved when compared to the pretest results. Nevertheless, the experiment did not affect students' attitudes towards the English language. Through this experiment, the researchers have proved that creative writing exercises have enhanced writing achievement and writing disposition for seventh-grade students. Therefore, they recommended more integration of creative writing exercises in teaching and learning writing in the English language.

Annamalai and Jaganathan (2017) investigated the effect of online reflective writing on improving reflective thinking and writing skills. Six students and a teacher from an urban school in Northern Malaysia were engaged in the study. The researchers followed Garrison et al.'s (2000) to categorize qualitative data in the form of online

archives as reflection-in-action, which focused on giving feedback and self-correction. Later they concentrated on reflection-on-action, which was based on students' reflective journals that showed their thoughts and feelings while engaged in the Facebook environment. The results showed that reflective journals on Facebook could be considered a successful platform for improving students' narrative writing skills.

Cheng (2017) investigated the effect of automated electronic feedback on students' reflective journal writing in an EFL course. The study followed a mixed-method design that used reflective journals, surveys, and interviews to collect required data. The study lasted for 13 weeks during an EFL course based on students' reflective journals. One hundred and thirty-eight undergraduate students, who took part in the study split into two groups: an experimental group (82 students) and a control group (56 students). Both groups got the same education in terms of reflective journal writing instruction. However, only the experimental had access to a web-based classification system to produce online-automated feedback on their reflective journals. The study results showed an outperformance of the experimental group in their final scores in writing reflective journals. Similarly, the questionnaire and interviews have shown students' positive attitude towards using the OAF (Online Automated Feedback) for reflective journal writing, although some concerns have been noticed. To conclude, this study has reflected the positiveness of using OAF for reflective writing and has opened the way for future work and research and further discussion on how to

fruitfully integrate teacher's feedback and OAF (Online Automated Feedback) in successful reflective journal writing.

Herdera, Berensta, Glopperb, and Kooleb (2018) carried out qualitative research to examine the function of reflective journals on the process of collaborative writing of primary school students. Seventy-four students participated in this study from middle and upper grades. Video data were recorded from six primary schools in the Netherlands. Twenty-eight video recordings of collaborative writing activities were observed. The writing events included activities like generating content and writing down sentences. The video observations showed students collaborating in writing and creating interview questions, short informative texts, and letters. Teachers were not involved in the writing activities except for some limited cases in writing a formal letter. The researchers found out that the reflective utterances were clear in students' writing activities and were targeted at two main aspects of writing (reflecting on appropriateness and reflecting on actions following reflecting on relevance). Despite being based on a small sample, the analysis of reflective practices has shown the powerful function the collaborative and dialogic writing can have in developing writing proficiency. It also confirmed that reflective utterances concerning the intended reader or style could supply reasonable grounds for more elaboration on the register of several writing genres.

Hussein (2018) investigated the effectiveness of reflective journals on students' learning and how reflective writing can boost mindset development and their

perceptions of the journaling process. Fifteen students were enrolled in this study in writing reflective journals about their eating habits concerning the course content. A qualitative design based on a case study was adopted in the research, and the data were collected through analyzing students' journals and focus group interviews. The researcher also explained the content of reflective journals, and the findings indicated that reflective writing could improve EFL learners' conceptual understanding of the course and promote mindset growth.

Khanjani, Vahdany, and Jafarigohar (2018) followed a quantitative study investigating the effects of journals writing on promoting reflection. The sample included 24 EFL teacher trainees. To initiate the investigation, a survey with closed and open-ended items and an observation checklist were utilized. The survey and checklist data were analyzed; quantitatively and descriptive analyses were operated. A qualitative content analysis was used for the open-ended items of the questionnaire. The results indicated that journal writing had an essential impact on improving reflective practice in educator trainees. There was a necessary distinction between learners' perceptions and reflective practice before and after the treatment.

Jarvis and Baloyi (2020) conducted a study to explore scaffolding in reflective journaling to create higher-order thinking skills for undergraduate nursing students. The research presented an analysis of scaffolding in reflective journals to improve and enhance higher-order thinking skills (HOTS) in undergraduate nursing studies. This study has followed a qualitative approach. The researchers collected the necessary

data through focus group discussion and document analysis. The results have shown that using reflective journals can transfer learners from the proximal development zone to the stage of an independent learner who thinks critically and is capable of using HOTS.

Concluding Remarks

All previous research has investigated a wide range of issues concerning the effectiveness of using reflective writing and reflective journals on improving writing process, writing skills, creative writing skills, improving students' attitudes towards learning in general and writing in particular in addition to enhancing students' thinking skills (e.g. Nusr and Njoon, 2009; Liao and Wong, 2010; Yang, 2010; Mansour, 2011; Bayraktara and Okvuranb, 2012; Farrah, 2012; Salehuddin, Ibrahim, Zainudin and Aladdin, 2012; Sidek and Yunus, 2012; Wang, 2012; Alsaleem, 2013; Abednia, Hovassapian, Teimournezhad and Ghanbari, 2013; Colomer, Pallisera, Fullana, Burriel and Fernández, 2013; Lengelle et al., 2013; Chang and Lin, 2014; Ruiz-López, Rodríguez-García, Villanueva, Márquez-Cava, García-Mateos, Ruiz-Ruiz, and Herrera-Sánchez, 2015; Tok and Kandemir, 2015; Annamalai and Jaganathan, 2017; Cheng, 2017; Herdera, Berensta, Glopperb and Kooleb, 2018; Hussein, 2018; Jarvis and Baloyi, 2020).

Nevertheless, the researcher also encountered one study in which it was claimed that online reflective journals could undermine students' reflective abilities as online writing can restrict and threaten their safety and ownership (Ross, 2014). To avoid

getting her students trapped in a similar situation, the researcher has offered her students the free choice to share their reflective journals only with her in case they felt uncomfortable about putting their work seen to the whole class. Furthermore, the researcher has been keen to select the topics based on the ones presented in the textbook and within the cultural boundaries. The researcher was pleased to find all the students willing to share their reflective journals on the group and had nothing to hide from their classmates.

After revising and reviewing several studies on writing reflective journals, the researcher found out that most studies have asserted that writing reflective journals has positive effects on improving and enhancing several dimensions: motivation (Duijnhouwer, Prins, &Stokking 2012), self- perception (Torresa, Strongb, and Adesope, 2019)conceptual understanding and writing process (Yang, 2010). However, the researcher has not encountered yet any study that has been conducted on implementing online reflective journals through an electronic means (messenger) to find out its effectiveness on learners' creative writing. The current study investigated the possible effects of using online reflective journals to enhance creative writing skills and improve students' attitudes towards this strategy. After reviewing previous studies, the researcher has found that her research is different as it intended to investigate the positive effect that online reflective journals can have on improving students' creative writing skills in Palestinian universities.

Chapter Three

Method and Procedures

This chapter presents a description of the method and procedures followed by the researcher to investigate the potential effect of using online reflective journals on learners' creative writing skills and attitudes. Specifically, this chapter includes the design and variables of the study, a description of the participants, the instruments, validity and reliability measures, the instructional methods for both groups, and the data collection and analysis procedures.

Design and Variables of the Study

The current research addresses two questions, mainly focusing on the effectiveness of integrating online reflective journals as a teaching strategy to develop EFL learners' creative writing skills compared to conventional instruction. To this end, the researcher adopted a quasi-experimental design, consisting of only one independent and two dependent variables. The independent variable is the teaching strategy; i.e., online reflective journals and the dependent variables are the participants' scores on creative writing posttests, and students' attitudes towards this strategy. In order to answer the second research question, a survey design was employed to explore participants' attitudes towards the integration of online journals as a learning tool to improve their creative writing performance.

Participants of the Study

Two mixed-gender freshman student groups were purposely selected from the researcher's classes at Birzeit University. The participants were enrolled in Unlock B1 Intensive Intermediate Course (#2400) in the second semester of 2019-2020. They consisted of sixty students from different specializations and disciplines. They were randomly assigned into two groups (experimental and control), with 30 students in each group.

The researcher has decided to research-intensive courses student, who are homogenous in age, language level, and cultural and knowledge background, for three reasons: firstly, Birzeit University assigns the intensive courses to allow students to finish their compulsory language requirements in a shorter period due to their busy schedules and higher credits they have. Secondly, most have their mobile phones, laptops, and Internet connection in their homes, which are requirements for participation in the research. Thirdly, intensive courses assign four meetings per week instead of two for all regular classes.

The students in the two sections were subjected to pre-/ posttest to assess their creative writing skills. The experimental group was trained on writing reflectively and practice writing through online journals; a group on the Messenger app was created for this particular reason, where the researcher used to assign a writing task to be done frequently, while the control section was not given any treatment concerning the online reflective journal strategy.

Equivalence of the Groups of the Study

The participants were homogenous concerning their age-range, educational, and cultural background. To ensure that the two groups of the study: control, experimental are equivalent, a creative writing pretest was administered simultaneously to the groups. It was given to the study groups before applying the treatment to identify the equivalence between them.

Descriptive statistics (Means, standard deviations, and *t*-test) of students' scores of the control and experimental groups on the tests mentioned above were used to identify any differences between the two groups, as shown in Table (1).

Table (1)

Results of t-test to Test the Equivalence of Experimental and Control Groups in the Creative Writing Test Components and Total Score

Variable	Group	Mean	Standard Deviation	T	df	Sig. (2-tailed)
Originality	Experimental	3.1500	.54377	5.965	58	.000
	Control	2.3500	.49393			
Flexibility	Experimental	2.8500	.35111	6.442	58	.000
	Control	2.1833	.44496			
Fluency	Experimental	2.8167	.42514	4.154	58	.000
	Control	2.3667	.41384			
Elaboration	Experimental	2.7833	.42918	3.791	58	.000
	Control	2.3833	.38693			
Total	Experimental	11.6000	1.42272	7.638	58	.000
	Control	9.2833	.85786			

Table (1) reveals that there are statistically significant differences between groups in the pretest on the focus; this indicates that the groups are not equivalent. It shows significant statistical differences at ($\alpha=0.05$) between the two groups in the creative writing test components and total score. In other words, the two groups are non-equivalent in the pretest. As such, multivariate analysis of covariance could be used to control the differences between the two groups in the pretest.

The Instruments of the Study

To examine the effect of using online reflective journals on students' creative writing skills, three instruments were used: a pre-/posttest, a questionnaire, and students' reflections.

- I) The pre/posttest was designed to measure the improvement in the creative writing skills that the research intended to improve. The skills are originality, flexibility, fluency, and elaboration—the pretest aimed at evaluating students' writing skills before and after conducting the research. Here, the intended teaching strategy of online reflective journals was used for eight weeks on B1 Intensive course students at Birzeit University. The posttest was carried out at the end of the implementation of research to check whether there were any statistically significant results attributed to the teaching strategy of using online reflective journals on improving students' creative writing.
- II) The questionnaire was designed and distributed to all students in the experimental group at the end of the research period to determine students'

attitudes towards using the online reflective journals, and whether they have found this strategy fruitful in improving their creative writing. The researcher intended to deepen her understanding of students' attitudes and also other prospective learning consequences of the teaching strategy.

III) Students' reflections: students' reflections were carried out to let the learners reflect on their experience in writing online reflective journals. The students were asked to write their reflections and post them on the group to describe and narrate how they lived the experience of writing online reflective journals. The researcher then compiled their reflective notes to extract further impacts of writing online reflective journals on students' creative writing and other areas.

Duration of the Study

This study lasted for two months, one writing period in each week. The study was carried in the second semester in the academic year 2019- 2020. The instructional material, which was used in the study, was *Unlock B1* textbook.

The Instructional Strategy of Writing Online Reflective Journals

To achieve the study's purpose, the researcher designed an instructional writing strategy for teaching students to write reflective journals that were applied over eight weeks. The instructional strategy of writing online reflective journals has gone through different stages. First, students of the experimental group were given a deep orientation session on the meaning of reflective writing, what it involves, how to reflect in writing, and how it can positively affect students' thinking and writing skills.

The researcher was keen to present all the crucial components of reflective writing that students should be aware of. These components included self-awareness, description, critical analysis, synthesis, and evaluation. Every time students wrote reflective journals, they were reminded to keep these essential stages in their consideration.

The researcher also modeled how to write reflective journals. She modeled by reflecting on the personal experience of her in front of the students. The researcher used to teach the writing task that is provided in the students' textbook, and then she tended to ask the students to write their reflective journals on a similar personal experience they had lived, experienced, or that is known well to them. The students were required to describe the experience in-depth, analyze the events and their reactions; they also needed to synthesize and evaluate their actions and the consequences. Finally, they should write about how things would be different if they had to live the same experience in the future. The topics were not limited to personal experiences, and the students were also allowed to reflect on local, national, and even global events and stories from their perspective.

The researcher established a closed group on the Messenger to post and share the online reflective journals. The students were asked to write their online reflective journals and then post them on the Messenger group. All students were invited to read their classmates' journals and give feedback or comments if they liked to. The researcher was dedicated to reading them as well. Thus, she used to give her feedback to her students constructively and positively. Each time students wrote the textbook

writing assignment, an online reflective journal was written on a topic that corresponded with the one in the book, yet related to students' lives, culture, national concerns, or international issues.

On the other hand, the control group students were taught conventionally in light of the procedures presented in the Unlock textbook. One writing task was assigned every two weeks, totaling four essays per student throughout the whole semester.

Teaching the Control Group: Conventional Method

The researcher planned to teach the control group according to the procedures clarified in the teacher's book and based on the steps that the researcher usually follows conventionally. These steps included presenting the writing task at the beginning of the writing class, teaching procedures on how to write an essay, introducing systems of writing an introduction, the body paragraphs, and finalizing the essay with a conclusion. The teacher also used to present a model on how to write each part of the essay.

Teaching the Experimental Group: Using the Online Reflective Journals

In addition to the teacher's book's prescribed procedures, which included explaining the intended topic for writing an essay, clarifying the steps for each paragraph writing, highlighting the main keywords to be used, and modeling where it is possible, the researcher intended to construct an instructional strategy that involves writing an online reflective journal every two weeks at the end of the educational unit

and sharing it with other students and with the teacher on a closed group on *Messenger* app. These online reflective journals were written in addition to the assigned topic in the textbook.

To achieve that, the researcher explained to them what reflection is and how to write reflective journals. The researcher spent the first two lectures in thorough explanation and modeling, showing the students how to reflect and what benefits they can get on both academic and personal sides. Then she motivated them to start writing and sharing their reflective journals. These weekly online journals aimed at presenting students' reflections on their own learning experiences and other topics suggested by the teacher or the students in the experimental group. The teacher wanted to see the expected effect of this strategic habit on enhancing students' creativity in writing an essay. She has always been highlighting the importance of recognizing the impact of using online reflective journals on improving the creative writing sub-skills (originality, flexibility, fluency, and elaboration). The students were always asked to prove to enhance and to show these sub-skills in their reflective writing.

The Development of Research Instruments

To validate the research instruments, the creativity test and attitudinal questionnaire were piloted to 16 students. The details are in the following sections.

First: The Creative Writing Test

Item difficulty and item discrimination for each component of creative writing test were extracted. Furthermore, the evidence regarding test reliability and validity has been collected.

Item Difficulty and Item Discrimination

The difficulties and the discriminations for the test components sub-skills were extracted. It has been piloted to a sample of 16 participants. Table (2) illustrates the difficulties and the discrimination indices of the test components.

Table (2)
Summary Results of Difficulties and Discriminations Indices
for The Test Components Sub-skills

Creative Component	Sub-skills	Item Difficulty	Item Discrimination
Originality	Generate unique ideas without particular care for whether these ideas will be useful or not (ORIG-S-1).	.39	.39
	Recommend alternatives solutions for the ideas in the book-writing topic (ORIG-S-2).	.55	.65
Flexibility	Generate opinions from different perspectives (FLEX-S-1).	.45	.60
	Provide alternative endings to the conclusion (FLEX-S-2).	.54	.63
	Suggest alternative procedures and recommendations (FLEX-S-3)	.47	.41
Fluency	Write several phrases and expressions with synonyms and antonyms for the words in the writing subject (FLUE-S-1).	.39	.44
	Generate reasoning ideas (FLUE-S-2).	.41	.51
Elaboration	Expand on the details of the topic to explain and embellish upon ideas (ELAB-S-1).	.46	.55
	Broaden and extend the importance of the writing topic (ELAB-S-2).	.51	.57

As seen in Table (2), the discrimination indices for the fourth component sub-skills ranged from .39 to .55, and all in the acceptable value (Odeh, 2010). Further, the difficulties indices for the four components sub-skills ranged from .39 to .65 and all in the fair value (Odeh, 2010).

The Validity of the Test

To verify the test's face validity, the test has been presented to a panel of experts in Palestinian and Jordanian universities who specialize in English language curricula and teaching methods. Based on the experts' comments, the content of the test has not been modified or drafted.

Reliability of the Test

To verify test-retest reliability, the test administered to the pilot sample two times, and Pearson Correlation Coefficients were extracted. Furthermore, to verify the internal consistency, Cronbach alpha approach was employed.

Table (3)
Summary Results of Test-retest Results

Component	Test-retest Coefficient	Alpha Coefficient
Originality	.71	.75
Flexibility	.80	.79
Fluency	.84	.86
Elaboration	.76	.73
Total	.95	.89

Table (3) illustrates test-retest reliability and Cronbach alpha coefficients for each component of the creativity test and the whole test. It shows that the test-retest

reliability index for Originality, Flexibility, Fluency, Elaboration, and the entire test (total), were, .71, .80, .84, .76, and .95, respectively. Also, Cronbach alpha reliability index for Originality, Flexibility, Fluency, Elaboration, and the entire test (total), were, .75, .79, .86, .73, and .89, respectively. As such, the test is reliable (Odeh, 2010).

Furthermore, to verify the test's internal consistency (validity), the Pearson correlation coefficient for the fourth component of the test with a total score of the test was extracted. Table (4) illustrates the Pearson correlation coefficient for the test's four creativity components with an overall rating.

Table (4)
Correlation Coefficient for the Four Components of the Test with Total Score of the Test

Component	Pearson Correlation Coefficient	Level of Significance
Originality	.64	< .01
Flexibility	.80	< .01
Fluency	.67	< .01
Elaboration	.85	< .01

Table (4) shows the correlation coefficient for the four components of the test, with a total score of the test, ranging from .64 to .85, and all in accepted values (Odeh, 2010). As such, the test has good evidence of the construct validity (Odeh, 2010). In general, the test is valid and reliable and can be used to measure creative writing components.

Second: The Attitudinal Questionnaire

The 20-item attitudinal questionnaire developed by Farrah (2012) was adapted by adding new items that reflect the main creative writing skills and to assess students'

attitudes toward online reflective journals. The attitudinal questionnaire employs a 5-point Likert type scale with frequency anchors ranging from 1, for strongly disagree, to 5, for strongly agree. As such, the total score ranged from 20 to 100, then, higher scores on the attitudinal questionnaire are indicative of a higher level of students' attitudes toward online reflective journals. Ranges of agreement with the attributions on the questionnaire were determined by using the $(n-1)/n$ formula, and after calculation, the interval width of the range between 1 through 5 was calculated as 0.8. As such, the interval width from 1 to 1.80 showed deficient level, and more than 1.80 -2.60 interval showed low level, more than 2.60 -3.40 range showed medium level, more than 3.40 -4.20 interval showed high standard and the more than 4.20-5.00 interval showed a very high level of agreement with the statement on the questionnaire.

The Validity of the Questionnaire

The questionnaire was translated into the Arabic language through a three-step procedure described by Hansen (1987), to ensure inferential and linguistic equivalence. The English version of the questionnaire was first translated into Arabic by Arabic-speaking researchers, English proficient in the area of research in education. The Arabic version was then back-translated into English by a second bilingual translator experienced in Arabic /English translation. The back-translated version was then compared with the original questionnaire by another bilingual speaker proficient in both Arabic and English who have conducted research studies in

education. Based on the comparison, the researcher developed a new Arabic version. The three translators then discussed the two versions and reached a final agreement. Overall, most items did not have significant differences in meaning, and only a few things were modified to meet the purposes of the research better.

To verify the face validity of the questionnaire, the adapted version of the questionnaire comprises 20 statements were presented to a panel of ten experts specialized in Educational Psychology, English language curricula, teaching methods in Palestinian and Jordanian universities to ensure the validity of the survey, and know their views on the relevance of the questionnaire statements and the integrity of the linguistic formulation of the questionnaire statements. According to the experts' comments, some modifications have been made, and no item was deleted. As such, the final version of the questionnaire includes twenty statements.

Reliability of the Questionnaire

To verify the internal consistency of the questionnaire, Cronbach's alpha approach has been applied. Results revealed that Cronbach's alpha was .97 and in the accepted range of reliability (Odeh, 2010). As such, the questionnaire is reliable and applicable to use as an attitude measure. Table (5) illustrates the Corrected item-total Correlation.

Table (5)
Summary Results of the Corrected item-total Correlation

Statement Number	Corrected Item-Total Correlation
1	.72
2	.96
3	.72
4	.96
5	.96
6	.58
7	.96
8	.72
9	.96
10	.96
11	.58
12	.60
13	.96
14	.60
15	.48
16	.96
17	.72
18	.48
19	.96
20	.72

Table (5) shows that the Corrected item-total Correlation ranged from .48 to .96, and in the acceptance values, the questionnaire is reliable and valid, and gives excellent psychometric properties (Odeh, 2010).

Furthermore, to verify the questionnaire's internal consistency, Pearson correlation coefficients for each statement with the total score of the questionnaire were extracted. Table (6) illustrates the Pearson correlation coefficient for each statement with the overall rating of the questionnaire.

Table (6)
Summary Results of the Pearson Correlation Coefficient for each Statement
of the Questionnaire with Total Score

Statement Number	Pearson Correlation Coefficient	Level of Significance
1	.74	< .01
2	.96	< .01
3	.74	< .01
4	.96	< .01
5	.96	< .01
6	.61	< .01
7	.96	< .01
8	.74	< .01
9	.96	< .01
10	.96	< .01
11	.61	< .01
12	.65	< .01
13	.96	< .01
14	.65	< .01
15	.51	< .01
16	.96	< .01
17	.74	< .01
18	.52	< .01
19	.96	< .01
20	.74	< .01

All values are significant at ($\alpha = 0.05$)

Table (6) shows that the correlation coefficient for each statement of the questionnaire with the total score of the questionnaire ranged from .51 to .96, and all are in accepted values (Odeh, 2010). As such, the questionnaire has good evidence of the construct validity (Odeh, 2010). In general, the questionnaire is valid and reliable and can be used to measure students' attitudes toward online reflective journals.

Data Analysis

To answer the first research question, the means and standard deviations of students' performance in experimental and control groups for the four components of creative writing and their sub-skills were extracted. Furthermore, a series of one-way multivariate analysis of covariance were employed to test the statistical significant of effects of the teaching strategy on students' performance in the four components of creative writing and their sub-skills after controlling the effects of pretest scores. Also, one-way analysis of covariance (ANCOVA) was employed to test the statistical significant effect of teaching strategy in the combined creative writing components (total), after controlling the effect of pretest scores. Finally, to explore students' attitudes towards writing online reflective journals, means and standard deviations for each statement were extracted.

Content Validity of the Instructional Strategy Implementation

To ensure the content validity of the adopted instructional strategy of online reflective journals, students were subjected to pre/posttests. The pre/posttest was based on writing an essay consisting of four paragraphs, introducing a problem that is faced by the students in their cities, towns, villages, or at their university, describing it with enough details and example, giving some possible practical solutions, and concluding by presenting their personal opinions and suggestions. The pre/posttest was designed and administered by the researcher. The pretest was given to find out if there were any significant differences between the experimental and the control

groups due to their previous knowledge. In contrast, the posttest was administered directly at the end of the study to detect students' achievement in creative writing after the study was over. The researcher was able to determine students' levels in writing creative skills.

The researcher adopted scrivener's (2011) creative writing rubric to determine students' writing performance in the pre/posttests. The rubric consisted of the four creative writing well-known components: originality, flexibility, fluency, and elaboration. Each one of the four main components was divided into minor sub-skills. The rubric was divided into four assessment categories: Excellent (5), Accomplished (4/3), Developing (2), and Beginner (1). The total mark of the test rubric is twenty marks.

Procedures of the Study

The researcher followed the following procedures to carry out this study by:

1. Reviewing the related literature to establish a theoretical and practical background about the use of online reflective journals in teaching writing for EFL students.
2. Designing the achievement writing test and then distributing a copy to a jury of professors to validate it and establish its reliability.
3. Making sure the participants are motivated and agree to write online reflective journals to improve their writing skills.

4. Informing students officially about the research and asking for their interest to take part in the study in addition to telling them of their right to withdraw at any time if they feel like this.
5. Administering the pretest (the writing test).
6. Training the experimental group students on writing their reflective journals by explaining how they should write, what ideas to include, and how to apply this skill online through sharing their regular journals on a messenger group established for this aim.
7. Teaching the same writing tasks in the book for the experimental group and the control group.
8. Following up with the experimental group participants to ensure they are writing reflective journals daily or weekly following the instructions from their teacher.
9. Administering the posttest (the same writing test) to the experimental group only to determine the effect of treatment on the experimental group.
10. At the end of the experiment, distributing a questionnaire concerning the effectiveness of writing personal reflective journals online and students' attitudes towards to the experimental group.
11. Analyzing the results obtained from the instruments of the study.
12. Presenting, explaining, and discussing the results, then drawing conclusions and implications.
13. Writing the dissertation.

Chapter Four

Findings of the Study

This chapter presents the results of the current quasi-experimental study, which investigated the potential effects of online reflective journal strategy on students' creative writing skills and their attitudes towards writing online reflective journals. The results are organized and tabulated as follows:

First: Findings Pertinent to the First Research Question

The **first question** of the study:

Are there any statistically significant differences at ($\alpha = 0.05$) in creative writing skills between the average of the students in the experimental group and the average of those in the control one, attributed to the instructional strategy (online reflective journals vs. the conventional)?

To answer this question, the means and standard deviations of students' performance in experimental and control groups for the four components of creative writing sub-skills were extracted. Table (7) illustrates the means and standard deviations of the four elements of creative writing sub-skills for the experimental group and control group in the pretest and posttest of the creative writing skills test.

Table (7): Summary Results of Means and Standard Deviation of Fourth Creative Components Sub-skills for the Pretest and Post-test

Variable	Sub-Skills	Group	Pretest		Post-test	
			Mean	Std.	Mean	Std.
Originality	ORIG-S-1	Experimental	1.547	.462	2.083	.190
		Control	1.177	.303	1.467	.183
	ORIG-S-2	Experimental	1.553	.480	2.117	.215
		Control	1.157	.231	1.533	.183
Flexibility	FLEX-S-1	Experimental	.950	.153	1.606	.326
		Control	.817	.359	1.000	.002
	FLEX-S-2	Experimental	1.000	.131	1.410	.410
		Control	.800	.385	1.000	.020
	FLEX-S-3	Experimental	.933	.314	1.206	.203
		Control	.567	.450	.783	.340
Fluency	FLUE-S-1	Experimental	1.367	.260	2.000	.263
		Control	1.167	.240	1.283	.252
	FLUE-S-2	Experimental	1.400	.275	2.033	.225
		Control	1.200	.282	1.500	.186
Elaboration	ELAB-S-1	Experimental	1.317	.307	2.050	.274
		Control	1.083	.231	1.200	.249
	ELAB-S-2	Experimental	1.467	.183	2.067	.254
		Control	1.300	.249	1.533	.260

***The maximum score for each sub-skill of originality, fluency, and elaboration is 2.5, whereas, the maximum score for each sub-skill of flexibility is 1.67.**

As we can see in Table (7), there are noticeable differences between the mean scores of experimental group performance and the mean scores of control group performance in favor of the experimental group in each of the four creative components sub-skills by creative writing test. In other words, the mean scores of

experimental group performance are higher than those of the control group in the creative writing sub-skills.

To test the significance of the performance differences of the two groups in the originality of creative writing sub-skills, a one-way multivariate analysis of covariance (MANCOVA) using Hotelling's Trace statistic was conducted to investigate the effects of instructional strategy (online reflective journals vs. conventional) in the originality of creative writing sub-skills, after controlling the impact of the pretest scores. The results revealed a statistically significant effect of instructional technique (reflective journals vs. conferential) on the originality of creative writing sub-skills ($F=61.521$, Hotelling's Trace= 2.237, partial Eta square = 0.691, $P < 0.01$). The partial eta squared value of 0.691 implies that 69.1% of the variance in the originality of creative writing sub-skills could be attributed to the instructional strategy under study.

Further, in order to investigate which of the two originality sub-skills students in the two groups significantly differed in their creative writing performance; follow up Univariate analysis was conducted to investigate the effects of the instructional strategy on student's performance in the two originality sub-skills.

Table (8)

Results of MANCOVA Analysis for the Effect of Instructional Strategy on Students' Performance in Originality of Creative Writing Sub-Skills after Condoling the Effect of Pretest Scores

Source	Creative writing Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Technique	ORIG-S-1	2.834	1	2.834	29.528	.000	.354
	ORIG-S-2	6.431	1	6.431	40.103	.000	.426

Table (8) shows that students in experimental and control groups are different in the two originality sub-skills ($p < .01$). As such, online reflective journals technique enhanced students' performance in the originality sub-skills.

The partial eta squared values were .354 and .426 for ORG-S1 and ORG-S-2 sub-skills, respectively. This implies that the instructional strategy explained 35.4% and 42.6% of the variance in ORG-S1 and ORG-S-2 sub-skills.

To test the significance of the performance differences of the two groups in the flexibility of creative writing sub-skills, a one-way multivariate analysis of covariance (MANCOVA) using Hotelling's Trace statistic was conducted to investigate the effects of instructional strategy (online reflective journals vs. conventional) in the flexibility of creative writing sub-skills, after controlling the impact of the pretest scores. The results revealed a statistically significant effect of instructional strategy (reflective journals vs. conventional) on the flexibility of creative writing sub-skills ($F=66.520$, Hotelling's Trace= 3.765, partial Eta square = 0.790, $P < 0.01$). The partial eta squared value of 0.790 implies that 79% of the flexibility of creative writing sub-skills could be attributed to instructional strategy.

Further, to investigate which of the three flexibility of creative writing sub-skills students in the two groups significantly differed in their flexibility of creative writing performance; follow up Univariate analysis was conducted to investigate the effects of the instructional strategy on students' performance in the three flexibility of creative writing sub-skills.

Table (9)
Results of MANCOVA Analysis for the Effect of Instructional Strategy on Students’
Performance in Flexibility of Creative
Writing Sub-Skills after Condoling the Effect of Pretest Scores

Source	Creative writing Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Technique	FLEX-S-1	6.958	1	6.958	133.781	.000	.709
	FLEX-S-2	.733	1	.733	9.013	.004	.141
	FLEX-S-3	1.184	1	1.184	15.671	.000	.222

Table (9) shows that students in experimental and control groups are different in the flexibility of creative writing sub-skills ($p < .01$). As such, online reflective journal strategy enhanced students’ performance in the three flexibility sub-skills. The partial eta squared values were .709, .141, and .222 for FLEX-S-1, FLEX-S-2, and FLEX-S-3 sub-skills. This implies that the instructional strategy explained 70.9%, 14.1%, and 22.2% of the variance in FLEX-S-1, FLEX-S-2, and FLEX-S-3.

To test the significance of the performance differences of the two groups in the fluency of creative writing sub-skills, a one-way multivariate analysis of covariance (MANCOVA) using Hotelling's Trace statistic was conducted to investigate the effects of instructional strategy (online reflective journals vs. conventional) in the fluency of creative writing sub-skills, after controlling the effect of the pretest scores. The results revealed a statistically significant impact of instructional strategy (reflective journals vs. conventional) on the fluency of creative writing sub-skills ($F=57.395$, Hotelling's Trace= 2.087, partial Eta square = 0.676, $P < 0.01$). The partial eta squared value of 0.676 implies that 67.6% of the variance in the fluency of creative writing sub-skills could be attributed to instructional strategy.

Further, to investigate which of the two fluency of creative writing sub-skills students in the two groups significantly differed in their fluency of creative writing performance, follow up Univariate analysis was conducted to investigate the effects of the instructional strategy on student's performance in the fluency of creative writing sub-skills.

Table (10)
Results of MANCOVA Analysis for the Effect of Instructional strategy on Student's Performance in Fluency of Creative Writing Sub-Skills after Condoling the Effect of Pretest Scores

Source	Creative writing Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Technique	FLUE-S-1	7.213	1	7.213	112.515	.000	.668
	FLUE-S-2	3.290	1	3.290	75.762	.000	.575

Table (10) shows that students in experimental and control groups are different in the flexibility of creative writing sub-skills ($p < .01$). As such, online reflective journal strategy enhanced students' performance in fluency sub-skills. The partial eta squared values were .668 and .575 for FLUE-S-1, and FLUE-S-2 sub-skills, respectively. This implies that instructional strategy explained 66.8% and 57.5% of the variance in FLUE-S-1 and FLUE-S-2, respectively.

To test the significance of the performance differences of the two groups in the elaboration of creative writing sub-skills, a one-way multivariate analysis of covariance (MANCOVA) using Hotelling's Trace statistic was conducted to investigate the effects of instructional strategy (online reflective journals vs. conventional) in the elaboration of creative writing sub-skills, after controlling the effect of the pretest scores. The results revealed a statistically significant effect of

instructional strategy (reflective journals vs. conventional) on the elaboration of creative writing sub-skills ($F=76.045$, Hotelling's Trace= 2.765, partial Eta square = 0.734, $P < 0.01$). The partial eta squared value of 0.734 implies that 73.4% of the variance in the elaboration of creative writing sub-skills could be attributed to instructional strategy.

Furthermore, in order to investigate on which of the three fluency of creative writing sub-skills students in the two groups significantly differed in their elaboration of creative writing performance; follow up Univariate analysis was conducted to investigate the effects of the instructional strategy on student's performance in the elaboration of creative writing sub-skills.

Table (11)
Results of MANCOVA Analysis for the Effect of the Instructional strategy on Students' Performance in Elaboration of Creative Writing Sub-Skills after Condoling the Effect of Pretest Scores

Source	Creative writing Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Technique	ELAB-S-1	8.850	1	8.850	139.246	.000	.713
	ELAB-S-2	3.393	1	3.393	49.564	.000	.470

Table (11) shows that students in experimental and control groups differ in the elaboration of creative writing sub-skills ($p < .01$). As such, online reflective journal strategy enhanced student's performance in elaboration sub-skills. The partial eta squared values were .713 and .470 for ELAB-S-1 and ELAB-S-2 sub-skills, respectively. This implies that the instructional strategy explained 71.3% and 47% of the variance in ELAB-S-1 and ELAB-S-2 sub-skills.

In order to investigate students' performance in experimental and control groups for the fourth components of creative writing (Originality, Flexibility, Fluency, and Elaboration), the means and standard deviations of student's performance in experimental and control groups for the fourth components of creative writing (Originality, Flexibility, Fluency, and Elaboration) were extracted.

Table (12)
Summary Results of Means and Standard Deviation
of Creative Writing Components for the Pretest and Post-test

Creative writing Sub-skills	Group	Pretest		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Originality	Experimental	3.150	.544	4.200	.385
	Control	2.350	.494	3.050	.304
Flexibility	Experimental	2.850	.351	4.233	.487
	Control	2.183	.445	2.783	.339
Fluency	Experimental	2.817	.425	4.033	.472
	Control	2.367	.414	2.783	.364
Elaboration	Experimental	2.783	.429	4.117	.520
	Control	2.383	.387	2.733	.450

*The maximum score for each sub-skill of originality, flexibility, fluency, and elaboration is 5

Table (12) illustrates the means and standard deviations of the four components of creative writing components for the experimental group and control group in the pretest and posttest of creative writing test. As we can see in Table (12), there are noticeable differences between the mean scores of experimental group performance and the mean scores of control group performance in favor of the experimental group in the four creative writing components (i.e., Originality, Flexibility, Fluency, and Elaboration), as measured by creative writing test. In other words, the mean scores of experimental group performance are higher than the mean scores of the control group in the four creative writing components.

To investigate the significance of the performance differences of the two groups in the four creative writing components, a one-way multivariate analysis of covariance (MANCOVA) was conducted to investigate the effects of instructional strategy (online reflective journals vs. conventional) in the combined four creative writing components, after controlling the effect of the pretest scores.

To evaluate the significance of multivariate analysis, Hotelling's Trace statistic was applied. The results revealed a statistical significant effect of instructional strategy (reflective journals vs. conferential) on the combined four creative writing sub-skills ($F(4, 25) = 49.128$, Hotelling's Trace= 3.853, partial Eta square = 0.794, $P < 0.01$). The partial eta squared value of 0.794 represented 79.4% of the variance in the combined variable (the four creative writing components together) that could be attributed to the instructional strategy.

Further, to investigate which creative writing component students in the experimental group and control group significantly differed in their creative writing performance, Univariate follow-up analysis was conducted to investigate the effects of the instructional strategy on students' performance in the four creative writing components.

Table (13)
Results of MANCOVA Analysis for the Effect of Instructional Strategy on Students’
Performance in Creative Writing Components after Condoling
the Effect of Pretest Scores

Source	Creative writing Sub-skills	Type III Sum of Squares	Df.	Mean Square	F	Sig.	Partial Eta Squared
Technique	Originality	9.299	1	9.299	78.265	.000	.592
	Flexibility	17.251	1	17.251	98.359	.000	.646
	Fluency	9.018	1	9.018	56.258	.000	.510
	Elaboration	11.630	1	11.630	49.078	.000	.476
Error	Originality	6.416	54	.119			
	Flexibility	9.471	54	.175			
	Fluency	8.657	54	.160			
	Elaboration	12.796	54	.237			
Total	Originality	815.250	60				
	Flexibility	780.250	60				
	Fluency	730.750	60				
	Elaboration	746.250	60				
Corrected Total	Originality	26.812	59				
	Flexibility	41.746	59				
	Fluency	33.746	59				
	Elaboration	26.183	59				

Table (13) shows that students in experimental and control groups are different in their creative writing performance in originality, flexibility, fluency, and elaboration sub-skills ($p < .01$). As such, online reflective journal strategy enhanced students’ originality, flexibility, fluency, and elaboration.

The partial eta squared values were .592, .646, .510, and .476 for originality, flexibility, fluency, and elaboration sub-skills, respectively. This implies that instructional strategy explained 59.2%, 64.6%, 51%, and 47.6% of the four creative writing components variance.

Furthermore, adjusted creative writing components mean for experimental and control groups have been extracted as it is showed in Table (14).

Table (14)
Adjusted and Unadjusted Group Means and Variability for Creative Writing Components
Using Pretest Scores as a Covariate

Creative writing sub-skills	specific information Group	Adjusted Means		Unadjusted Means	
		Mean	S.E.	Mean	Std.
Originality	Experimental	4.212	.080	4.200	.385
	Control	3.038	.080	3.050	.304
Flexibility	Experimental	4.308	.097	4.233	.487
	Control	2.708	.097	2.783	.339
Fluency	Experimental	3.987	.093	4.033	.472
	Control	2.830	.093	2.783	.364
Elaboration	Experimental	4.082	.113	4.117	.520
	Control	2.768	.113	2.733	.450

***The maximum score for each sub-skill of originality, fluency, and elaboration is 5**

Table (14) presents the means and standard deviations for experimental group and control group performance in creative writing sub-skills, before and after controlling for pretest scores. As it is evident from Table (14), virtually there are differences between the experimental group and the control group remains after differences in pretest scores are controlled.

To investigate the effect of the instructional strategy on the combined creative writing components, mean scores, and standard deviation of students' performance in experimental and control groups for the combined creative writing components were extracted as it is evident in Table (15). This table illustrates the mean and standard deviation of the combined creative writing components for the experimental and control groups.

Table (15)
Summary Results of Mean and Standard Deviation
of the Combined Creative Writing Components.

Group	Pretest		Post-test	
	Mean	Std. Deviation	Mean	Std. Deviation
Experimental	11.600	1.423	16.583	.821
Control	9.283	.858	11.350	1.138
Total	10.442	1.650	13.967	2.816

It is clear from Table (15) that there is a noticeable difference between the mean score of experimental group performance and the mean score of control group performance in favor of the experimental group in the combined creative writing components, according to the instructional strategy (online reflective journals vs. conventional). In other words, the mean score of experimental group performance is higher than the mean score of the control group in the combined creative writing components (Total score of the creative writing components).

To test the significant difference in the combined creative writing components mean score between experimental and control groups, after controlling the effect of pretest scores, one-way analysis of covariance (ANCOVA) was employed.

Table (16)
Results of ANCOVA Analysis for the Effect of Instructional strategy on Students’
Performance in the Combined Creative Writing Components
after Condoling the Effect of Pretest Scores

Source	Type III Sum of Squares	Df.	Mean Square	F	Sig.	Partial Eta Squared
Pretest	.202	1	.202	.203	.654	.004
Technique	195.799	1	195.799	196.094	.000	.775
Error	56.914	57	.998			
Total	12172.000	60				
Corrected Total	467.933	59				

Table (16) illustrates the summary results of ANCOVA. It shows that the mean score of the experimental group in the combined creative writing components significantly higher than the mean score of the control group ($F(1, 58) = 196.094$; $p < .01$; Partial eta squared = .775). The partial eta squared, .775, implies that 77.5% of the variance in the combined creative writing sub-skills could be attributed to instructional strategy. As such, online reflective journals technique enhanced students' performance in the combined creative writing components.

Furthermore, adjusted of the combined creative writing components mean for experimental and control groups have been extracted as it is clear in Table (17).

Table (17)
Adjusted and Unadjusted Group Means and Variability for the Combined Creative Writing Components Using Pretest Scores as a Covariate

Group	Adjusted Means		Unadjusted Means	
	Mean	S.E.	Mean	S.T.D.
Experimental	16.525	.224	16.583	.821
Control	11.408	.224	11.350	1.138

Table (17) presents the means and standard deviations for experimental group and control group performance in the combined creative writing components, before and after controlling for pretest scores. As it is evident from table (17), virtually there is a difference between experimental group and control group on the combined creative writing components remains after the differences in pretest scores are controlled.

Second: Findings Pertinent to the Second Research Question

The **second question** of the study: What are students' attitudes towards writing online reflective journals?

To answer this question, means and standard deviations of student's attitudes towards online reflective journal technique as measured by attitude scale were extracted. Table (18) illustrates the means and standard deviations for each statement of the scale.

The mean scores and standard deviations were used to explain the students' attitudes towards writing online reflective journals technique. Ranges of agreement with the attributions on the survey were determined by using the following rubric: from 1 to lower than 1.80 showed very low level, from 1.80 to lower than 2.60 showed low level, from 2.60 to lower than 3.40 showed moderate level, from 3.40 to lower than 4.20 interval showed high level, and from 4.20 to 5.00 showed a very high level of agreement with the statement on the survey.

Table (18)**Means and Standard Deviations for Each Statement of Attitudes Scale**

Item No.	Item Number	Mean	Std. Deviation	Level of Agreement
7	Online reflective journal writing improved my ability to elaborate more and add more details in writing.	4.250	.931	Very high
9	Online reflective journal writing helped me produce original ideas.	4.375	.885	Very high
2	Online reflective journal writing improved my ability to express my ideas and opinions in writing.	4.063	.854	High
3	Online reflective journal writing was an opportunity to gain self-knowledge.	3.563	1.153	High
4	Online reflective journal writing helped make me more flexible and willing to accept others' ideas and opinions.	3.875	1.025	High
5	Online reflective journal writing enhanced my fluency in writing.	4.000	.966	High
8	Online reflective journal writing helped me understand what I learned better.	3.750	1.125	High
10	Online reflective journal writing enhanced my communication skills in writing.	4.125	.885	High
12	Online reflective journal writing enhanced my ability to write about my experiences.	3.750	1.183	High
13	Online reflective journal writing offered me a chance to develop and reinforce my writing skills.	4.188	.655	High
14	Online reflective journal writing helped me to connect writing with my interests.	3.500	1.033	High
15	Online reflective journal writing helped me to respond to my thoughts and feelings through writing.	3.813	1.276	High
16	Online reflective journal writing helped me to find inspiration in everyday events.	3.688	1.195	High
17	Online reflective journal writing increased my creativity.	3.500	1.211	High
18	Online reflective journal writing helped me understand what I am writing.	3.813	1.109	High
19	Online reflective journal writing motivated me to write more.	4.188	.655	High
20	Overall, writing online reflective journals was a worthwhile experience.	3.500	.816	High
1	Online reflective journal writing encouraged me to keep a journal and write my reflections daily.	3.188	.911	Moderate
6	Online reflective journal writing allowed me to describe what I understood in writing.	3.063	.998	Moderate
11	Online reflective journal writing encouraged me to share what I wrote in my journal with others.	3.188	.981	Moderate
Total		3.769	.463	High

The mean scores and standard deviations were used to explain the student's attitudes towards writing online reflective journals strategy. Ranges of agreement with the attributions on the survey were determined by using the following rubric: the interval of 1-1.80 showed very low level, the 1.80-2.60 interval showed low level, the 2.61-3.40 interval showed moderate level, the 3.41-4.20 interval showed high level, and the 4.21-5.00 interval showed a very high level of agreement with the statement on the survey. As can be seen in Table (18), the results of the descriptive statistics indicated that students' attitudes towards writing online reflective journals strategy as indicated by the mean scores ranging from 3.063 to 4.375 for the items and 3.769 for the entire scale on a five-point scale. With this in mind, students reported moderate to a very high level of students' attitudes towards writing online reflective journals.

Chapter Five

Discussion, Conclusions, Pedagogical Implications, and Recommendations

This study examined the effect of writing online reflective journals on Birzeit University students' creative writing. It further explored participant students' attitudes towards the strategy under study. This chapter introduces a discussion of the results of the study, which are based on the statistical analysis presented in the previous chapter. Furthermore, conclusions, pedagogical implications, and recommendations are put forth.

Discussion of the Results Related to the First Question

The first question examined the effectiveness of using online reflective journals on Birzeit University students' creative writing. It sought statistically significant differences at ($\alpha = 0.05$) on creative writing skills attributed to writing online reflective journals. The statistical analysis of the data revealed that there was a significant difference between the mean scores of the students of the control group and the experimental group on their creative writing posttest in favor of the experimental group. The results also indicated that there was a difference in the experimental group pre and posttest, where the mean of their posttest scores 16.583 was higher than that of the pretest scores 11.600. Henceforth, the online reflective journals had a significant role in enhancing students' creative writing main skills (originality, fluency, flexibility, and elaboration).

Based on the observed improvements of the students' creative writing skills (originality, fluency, flexibility, and elaboration), the researcher made some justifications on the effectiveness of using this instructional strategy. In this learning experience of writing online reflective journals, the students were offered several and frequent opportunities to practice writing through writing and sharing their online reflective journals on a closed group established for this particular purpose on the Messenger.

A potential justification for the improvement of creative writing skills could be attributed to the well-organized process of application of the instructional strategy under study. Specifically, they were asked to write on themes related to the topics they learned in their textbook and share these journals on a Messenger group frequently. The students had the opportunity to read each other's reflective journals, discuss the ideas and the themes in their classmates' reflective writing, give suggestions for further improvements, and praise the excellent ideas and styles. These stages of writing, editing, sharing, reading other colleagues' journals, reflecting openly on them and suggesting new topics for further journals, correspond with the topics included in their textbook, have helped students to be truly engaged in reflective writing, which, in turn, improved their creative writing significantly.

The researcher was keen on encouraging her students to read each other colleague reflective journal, to reflect on them, to peer review them, and to give helpful suggestions for subsequent modifications (peer review). This helped in

enhancing their writing skills pressingly. The researcher was so keen on reading students' online reflective journals once posted on the group. To this end, strength/weak aspects of every single journal were highlighted at that instant so that to be avoided in subsequent journals. This helped students be enthusiastic while writing takes place. Moreover, the students were well informed that their online journals would not be graded and their grades in the course won't be affected so that they could unleash their creativity in writing without holding any concerns of grades.

Another important factor that the researcher believed it had helped was the secure, free, enjoyable, and interactive environment that was established first in the classroom and was reflected in the atmosphere of the group on Messenger. The researcher, being also the teacher herself, was careful in addressing the weak points in a way that helped the students deal with their weaknesses confidently and eagerly seek to get improved. The students' choices and suggested topics were always welcome and accepted with a high spirit. This safe environment encouraged the students to be creative and innovative and it had created a fun and social atmosphere. Students were invited to interact and comment in English all through discussing their peers' journals. It was meant to improve their writing; yet in consequence, their communicative skills in English seemed to have developed as well which, in turn, enhanced the genuineness and fluency of most of what they have written.

Furthermore, the researcher encouraged the students to reflect on current issues that affected their lives in one way or another. For example, they wrote reflections on

their personal experience in the e-learning during the coronavirus crisis. Specifically, they elaborated in their reflective journals on the challenges, and the bright sides of the e-learning new experience, and how they would respond differently in similar future conditions. This has granted their online reflective journals a special taste of authenticity and has connected them with daily life and students' common concerns and worries. The researcher believed that the coronavirus crisis and the lockdown have added special positive impacts on their online reflective journals. After being locked at homes and being deprived of face-to-face interaction with each other and with their teacher, this instructional strategy of reflective writing has gained more significance and has become more meaningful for them to be creative in presenting original ideas and thoughts related to their new daily conditions. It has also encouraged them to write more and more and to elaborate on the different experiences they faced. They also became more flexible in presenting their ideas and accepting their classmates' thoughts and feelings. Moreover, the students' tendency to express themselves has improved as they found this strategy a way to breathe out their fears, concerns, and hopes.

The researcher concluded that writing online reflective journals has improved students' performance in creative writing. This strategy has enriched their experience in writing in general and creative writing in particular. The students' were able to express their ideas with flexibility, fluency, originality features, and enough elaboration in the posttest. Henceforth, the researcher believed that writing online reflective journals (O.R.J.) has helped significantly in improving students' creative

writing skills and sub-skills, and consequently has improved their writing performance.

These findings are consistent with the findings of previous studies of (e.g. Yang, 2010), which investigated students' reflection on online self-correction and peer review to improve writing and it found out that significant changes concerning students' abilities to monitor, adjust and evaluate the process of their writing have been achieved. The results are also consistent with (Mansour, 2011), which showed the usefulness of a reflective learning journal on enhancing what students learn. There is great consistency in the results with other research (e.g. Farrah, 2012; Alsaleem, 2013; Lengelle et al., 2013; Tok and Kandemir, 2015; Annamalai and Jaganathan, 2017; Herdera, Berensta, Glopperb and Kooleb, 2018; Hussein, 2018), which proved the effectiveness of reflective journals on improving the writing process, enhancing writing skills and increasing motivation and creativity for learners of English language. The findings of this study also correspond very well with Wang (2012) who found a strong relationship between creativity and reading and writing. This has been demonstrated in this study through students' creative performance and regular and frequent reflective journal writing.

Discussion of the Results Related to the Second Question

The second question investigated Birzeit University students' attitudes towards writing online reflective journals. The results related to this question showed that Birzeit University had positive attitudes towards writing online reflective journals.

The results revealed that students preferred writing online reflective journals. The results also showed that online reflective learning helped students improve their creative writing.

The researcher attributed students' positive attitudes to the fact that students liked the strategy of writing reflective journals. The total results in the questionnaire were high (viz. with a mean score of 3.769). The results of the questionnaire are consistent with a previous study carried by Farrah (2014), who found out that students had very positive attitudes towards writing reflective journals. Furthermore, the researcher believes that students' attitudes were positive towards writing reflective journals because they witnessed actual improvements in their writing skills and in creative writing, which motivated them to continue writing reflective journals. The students felt that this experience has helped them to write better than before and this in turn has affected their academic achievements in writing positively. The researcher attributed the positive attitudes to other reasons.

As seen in Table (18), the attitudes of students towards writing reflective journals were positive. The values of mean, standard deviation, and level of agreement for each were shown. It appeared that items 9 *Online reflective journal writing helped me produce original ideas* and item 7 *Online reflective journal writing improved my ability to elaborate more and add more details in writing* got the highest means. This indicates that students have benefited highly from writing online reflective journals in improving their originality and elaboration. This is consistent with the results of the

posttest, which showed that students were improved in these two creative writing skills.

Other items that have shown high ranking are items 2 *online reflective journal writing improved my ability to express my ideas and opinions in writing* and item 5 *online reflective journal writing enhanced my fluency in writing*, which indicates the high positive effect of writing online reflective journals on enhancing students' fluency and their effectiveness on improving students' ability to express their feelings and ideas. Items 10 *online reflective journal writing enhanced my communication skills in writing* and 19 *online reflective journals writing motivated me to write more* have shown high ranking and both indicate the importance of using online reflective journals to improve students' communication skills as well as their motivation towards writing.

Item 13 *Online reflective journal writing offered me a chance to develop and reinforce my writing skills* got a high ranking as well. This was illustrated by the clear improvements in students' writing and the posttest results of the experimental group. The students recognized the positive impact of writing online reflective journals on their writing skills, which in turn has affected their attitudes positively.

The items: 1 *Online reflective journal writing encouraged me to keep a journal and write my reflections daily*, 6 *Online reflective journal writing allowed me to describe what I understood in writing*, and 11 *Online reflective journal writing encouraged me to share what I wrote in my journal with others* have shown moderate

rankings in comparison with other items. However, their means were not low, and they still show the good attitudes students have had after they started writing online reflective journals.

In order to know more about students' perceptions and attitudes towards writing online reflective journals (O.R.J.), the researcher asked her students to reflect openly by writing their personal reflections and post them on the Messenger group. Most of the students believed that writing O.R.J. has affected their writing skills positively. One of the students reported, "*Reflective journals have improved my writing skills and have enriched my language, I had to write every week and every time I had to search for new vocabulary items that I needed in writing my reflective journals*". Another student reflected, "*Reflective journals enhanced my confidence in writing, now I can write longer paragraphs with more details instead of short paragraphs and sentences*". Another student wrote "*At the beginning of this semester I had serious problems with essay writing. Now, thanks to O.R.J., I was able to overcome my problems. Every time I wrote a reflective journal, I learned new things. Now I can express my ideas and feelings better than at any time before*".

Other students believed that O.R.J. was a great experience to write freely and tell about their ideas and feelings. One student wrote that "*Writing Reflective journals was a great way to help me express my ideas and feelings better; my skills in writing have also improved as I had to write very frequently and I learned more about my weaknesses and my strengths in writing*". Another student reflected, "*This was the*

best way I used to learn to write. I learned new words and synonyms to express my ideas. I felt that I was writing without any restrictions, which encouraged me to express myself freely. I hope other teachers will use this way because it is really efficient”.

Some students expressed the influence of writing reflective journals on their general attitudes towards writing in general and even towards online learning. One of them wrote, *"I didn't expect to have that big influence on me this semester, I became so excited and passionate about learning English language and about writing as well, I started to write better than before. I found myself searching for new words to use in my sentences. I started looking for the quality of my writing by revising the structure and grammar before I post my reflective journals on the group. My experience in writing online reflective journals has improved my attitudes towards the online learning experience. It was fun and exciting”.*

Some students expressed their positive attitudes towards writing O.R.J. as they felt they have gained new skills they did not have before. One student wrote *"For the first time I felt I have the ability to write and write continuously without stopping and without any restrictions. Writing O.R.J. has helped me to express myself more fluently than before. For the first time, I find myself completely independent, I don't have to search on the internet to find ideas for writing. All my ideas are generated genuinely from my experiences. This has benefited me a lot and increased my self-confidence.”* Another student wrote, *“Writing O.R.J. has reinforced my communication skills.*

Before I started writing O.R.J., I used to be shy and hesitant to communicate my ideas with my classmates, and then I started writing O.R.J. and posting them on the group with confidence and without any fears. My teacher and my classmates were open and motivating all the time. They used to encourage me by posting positive comments and notes. I believe this strategy should be used by all teachers in all topics not just English.”

Other students were more specific concerning gaining new skills in writing, for example, one wrote, *“O.R.J. helped me more than I thought! This strategy made me write better than before. I learned to use correct punctuation marks, correct grammar, and suitable word selection in paragraphs. Moreover, now I have a small notebook in which I write daily reflections on my life events and actions in English!”* Another student expressed her special experience by saying *“O.R.J. helped me write and write constantly in English and on topics that are related to my personal experience. I am happy to write on topics from my daily life, this makes writing more relevant, more meaningful, and easier than before”*.

Some students reflected positively on the friendly and secure environment they used to write and post their O.R.J. in, one student wrote, *“I enjoyed this experience as I was able to write O.R.J. and share them with my teacher and my classmates fearing nothing! Even if I had some mistakes, I was always welcomed and encouraged to write and work to improve my writing. I felt at some stages that all the barriers against*

writing have vanished from my heart and mind and that all English teachers should use this way to encourage their students to write successfully.”

Hence, the findings of this research are consistent with other studies carried out and proved the positive attitudes of learners towards writing reflective journals, for example, Abednia, Hovassapian, Teimournezhad and Ghanbari (2013); Ruiz-López, Rodríguez-García, Villanueva, Márquez-Cava, García-Mateos, Ruiz-Ruiz, B., and Herrera-Sánchez (2015); Tok and Kandemir (2015), and Cheng (2017). These previous studies have confirmed the positive attitudes learners have after living the experience of writing reflective journals, which corresponds with the findings of the second question of this study.

Conclusion

Based on the discussion of the results of this study, the following conclusions were extracted that online reflective journals writing:

- was effective in improving creative writing.
- has shown positive impacts on improving students’ abilities to originate new and novel ideas.
- has shown satisfying results concerning enhancing students’ abilities to expand their ideas and elaborate on them.
- has improved students’ fluency.
- has helped students to be more flexible in presenting their ideas in writing.
- can be used to improve students’ basic writing skills.

- has worked well during the e-learning period and distance learning as it improved students' communicative skills and enhanced using English in a non-academic context.
- has had a positive impact on students' attitudes towards reflective writing.
- has had a positive impact on students' attitudes towards the process of writing in EFL in general. Students' tendency towards writing has improved significantly.

Pedagogical Implications and Recommendations

Based on the findings and the conclusion, the researcher recommends the following to be taken by EFL instructors at universities, EFL teachers at schools, EFL textbook designers, and researchers.

- EFL instructors at universities and EFL teachers at schools are invited to enhance the writing skill in general and creative writing in particular by using online reflective journals strategy as a tool to increase students' creativity and their attitudes towards writing.
- EFL instructors and EFL teachers at schools are invited to give their students the freedom to choose topics to write about as this will increase their enthusiasm towards reflective writing and can make this process more authentic and natural.

- EFL instructors and EFL teachers at schools should make great use of social media means e.g. Facebook, Whatsapp, Messenger, etc. in writing online reflective journals and in diversifying their pedagogical methods in teaching English and help students to get engaged in learning outside the classroom.
- EFL instructors and EFL teachers at schools should always give constructive feedback to their students as this can encourage students to work and improve their writing and help increase their self -confidence and establish a friendly learning environment.
- EFL instructors and EFL teachers at schools should pay more attention to the peer assessment in online reflective journals as a tool to transform to more learner-centered learning, to construct strong relations among students, and make students more aware of their paramount role in the learning process.
- EFL instructors and EFL teachers at schools may consider online reflective journals as an effective strategy to communicate with their students, especially during e-learning and distance learning. This strategy can help teachers keep in touch with their students and make good progress in learning English.
- EFL textbook designers may integrate reflective journals as a fundamental component in teaching writing and improving students' creativity,
- EFL textbook designers can also use reflective journals as a valid tool of authentic assessment in teaching the English language.
- EFL textbook designers may take in mind the strong dominance of social media in students' lives and try to make good use of that for the sake of learning

English beyond the classroom and to promote students' creative skills in writing.

- Researchers could benefit from the outcomes of this study. They could do further research and studies on how to use online reflective journals to improve learning other skills in English. These skills may include writing skills and reading comprehension. They can also investigate the potential effectiveness of online reflective journals in teaching and learning other subjects and topics and to scrutinize students' degrees of understanding and comprehension of the learning material.
- Researchers should start taking students' open reflection as another important method to collect data, in addition to the well-known methods of interviews, observation, and focused group discussion.
- Researchers should conduct more research on using reflective journal writing in other different contexts like schools. They should consider conducting more research on the effectiveness of using reflective journals for both learners and teachers.
- Researchers should consider the time limitation of this research. They can carry out such research on a longer period of time, which will have deeper effects and positive consequences.

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Appendices

Appendix B

Assessment Rubric for Creative Writing (Scrivener,2011)

NAME OF LEARNER:					
CRITERIA	EXCELLENT	ACCOMPLISHED	DEVELOPING	BEGINNER	TOTAL (20):
Marks awarded	5	4/3	2	1	
<p style="text-align: center;"><i>Originality</i></p> <p>-Generate unique ideas without particular care for whether these ideas will be useful or not. - Recommend alternatives solutions for the ideas in the book writing topic.</p>	Very original and out of the box.	Original.	Some attempt at originality.	No originality.	
<p style="text-align: center;"><i>Flexibility</i></p> <p>-Generate opinions from different perspectives. -Provide alternative endings to the conclusion. -Suggest alterative procedures and recommendations.</p>	Very flexible in presenting ideas.	Flexible in presenting ideas.	Some evidence of flexibility	No evidence of flexibility	
<p style="text-align: center;"><i>Fluency</i></p> <p>-Write several phrases and expressions with synonyms and antonyms for the words in the writing subject. -Generate reasoning ideas.</p>	Very Fluent/eloquent	Fluent	Some attempts of fluency	No evidence of fluency	
<p style="text-align: center;"><i>Elaboration</i></p> <p>-Expand on the details of the topic to explain and embellish upon ideas. -Broaden and extend the importance of the writing topic.</p>	Excellent elaborative	Very good elaborative	Shows some elaboration	No evidence of elaboration	

Appendix C

The Attitudinal Questionnaire (The English Version)

Farrah (2012)

The English Version

Birzeit Students' Attitudes towards Online Reflective Journals

Dear Students,

Indicate the extent to which you agree or disagree with the following statements regarding your attitudes about Online Reflective Journal writing by putting a tick (☐) in the appropriate box using the scale given below:

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Online reflective journal writing encouraged me to keep a journal and write my reflections daily.					
2.	Online reflective journal writing improved my ability to express my ideas and opinions in writing.					
3.	Online reflective journal writing was an opportunity to gain self-knowledge.					
4.	Online reflective journal writing helped make me more flexible and willing to accept others' ideas and opinions.					
5.	Online reflective journal writing enhanced my fluency in writing.					

6.	Online reflective journal writing allowed me to describe what I understood in writing.					
7.	Online reflective journal writing improved my ability to elaborate more and add more details in writing.					
8.	Online reflective journal writing helped me understand what I learned better.					
9.	Online reflective journal writing helped me produce original ideas.					
10.	Online reflective journal writing enhanced my communication skills in writing.					
11.	Online reflective journal writing encouraged me to share what I wrote in my journal with others.					
12.	Online reflective journal writing enhanced my ability to write about my experiences.					
13.	Online reflective journal writing offered me a chance to develop and reinforce my writing skills.					
14.	Online reflective journal writing helped me to connect writing with my interests.					

15.	Online reflective journal writing helped me to respond to my thoughts and feelings through writing.					
16.	Online reflective journal writing helped me to find inspiration in everyday events.					
17.	Online reflective journal writing increased my creativity.					
18.	Online reflective journal writing helped me understand what I am writing.					
19.	Online reflective journal writing motivated me to write more.					
20.	Overall, writing online reflective journals was a worthwhile experience.					

Thank you

Appendix D

The Attitudinal Questionnaire (The Arabic Version)

اتجاهات الطلبة نحو المقالات التأملية الإلكترونية.

عزيزتي الطالبة، عزيزي الطالب:

تشير العبارات التالية إلى موقفك تجاه السجلات التأملية الإلكترونية.

التعليمات: الرجاء الإشارة إلى مستوى موقفك اتجاه كل عبارة من العبارات التالية.

مع بالغ شكري و تقديري لتعاونكم.

الرقم	العبارة	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
1	شجعتني المقالات التأملية الإلكترونية على الإحتفاظ بسجل يومياتي تجاربي به يومياً.					
2	طورت المقالات التأملية الإلكترونية قدرتي على التعبير كتابياً عن أفكاري و آرائي.					
3	منحتني المقالات التأملية الإلكترونية فرصة للتعرف الى ذاتي بشكل افضل.					
4	ساعدتني المقالات التأملية الإلكترونية لأكون أكثر مرونة لتقبل آراء الآخرين و أفكارهم.					
5	حسننت المقالات التأملية الإلكترونية طلاقتي في الكتابة.					
6	سمحت لي المقالات التأملية الإلكترونية بأن أصف ما فهمته بشكل أفضل من خلال الكتابة.					
7	طورت المقالات التأملية الإلكترونية قدرتي على الإسهاب و إضافة تفاصيل و أمثلة أثناء الكتابة.					
8	ساعدتني المقالات التأملية الإلكترونية على فهم ما أتعلمه بشكل أفضل.					

					ساعدتني المقالات التأملية الالكترونية على إنتاج أفكار جديدة .	9
					حسنت المقالات التأملية الالكترونية مهاراتي بالاتصال والتواصل.	10
					شجعتني المقالات التأملية اليومية أن أشارك ما كتبته مع بقية زملائي بالفصل.	11
					حسنت المقالات التأملية الالكترونية قدرتي للتعبير كتابياً عن تجاربي.	12
					منحتني المقالات التأملية الالكترونية الفرصة لتطوير مهاراتي في الكتابة.	13
					ساعدتني المقالات التأملية الالكترونية في ربط الكتابة باهتماماتي الشخصية.	14
					ساعدتني المقالات التأملية الالكترونية على الاستجابة لافكاري و مشاعري من خلال الكتابة.	15
					ساعدتني المقالات التأملية الالكترونية لإيجاد الإلهام للكتابة في الاحداث اليومية العادية.	16
					زادت المقالات التأملية الالكترونية من مهاراتي الإبداعية.	17
					ساعدتني المقالات التأملية الالكترونية على فهم ما أكتبه بشكل أفضل.	18
					حفزتني المقالات التأملية الالكترونية للكتابة أكثر.	19
					إجمالاً، كانت كتابة المقالات التأملية الالكترونية تجربة جديرة بالاهتمام.	20

Appendix E

Schedule of Implementation

Week	Date	Day	Outcomes of creative writing skills	Topic	Online Reflective Journals	Materials	Duration
Week 1 + Week 2			-Generate unique ideas concerning comparing and contrasting two species of animals. - Recommend alternative and different species for the animals presented in the book.	Animals	Write online reflective journals contrasting and comparing differences and similarities between school and university experiences for students as freshmen. The students can also suggest different topics for reflective journals.	The Reading/Writing <i>Unlock</i> book Data show White board Worksheets The messenger app. Reflective journals	50 minutes 50 minutes
Week 3 + Week 4			-Generate opinions from different perspectives as solutions to the problem of traffic congestion . -Provide alternative problem to the one in the book.	Transport	Write online reflective journals reflecting on a personal, educational or a local problem, explaining some solutions taken by participants and students and evaluating the best practices.	The Reading/Writing <i>Unlock</i> book Data show White board Worksheets The messenger app. Reflective journals	50 minutes 50 minutes

			-Suggest solutions for the alterative problem.				
Week 5 + Week 6			-Write a response paragraph giving personal opinion for the chosen topic from the book (Efforts to preserve the world's intangible cultural heritage. -Generate as many ideas as possible.	Customs and Traditions	Write online reflective journals as a personal response about wearing Palestinian traditional embroidered dress "Thobe". The students can also suggest different topics for reflective journals.	The Reading/Writing <i>Unlock</i> book Data show White board Worksheets The messenger app. Reflective journals	50 minutes 50 minutes
Week 7 + +Week 8			-Expand on the details of the writing topic to explain and embellish upon ideas. -Broaden and extend the two sides of arguments (in favor of and against).	Health and Fitness	Write online reflective journals presenting arguments in favor of and against teaching English language at Birzeit University and giving the personal opinion at the end of the journal. Other suggestions and recommendations by students are also welcome.	The Reading/Writing <i>Unlock</i> book Data show White board Worksheets The messenger app. Reflective journals	50 minutes 50 minutes

Appendix F

Lesson Plans of Implementation

Experimental Group

Week One

Week Two

Time: 50 minutes for each session

Two lectures

The Learning objectives:

By the end of this lesson, students are expected to:

- Generate unique ideas concerning comparing and contrasting two species of animals.
- Recommend alternative and different species for the animals presented in the textbook.

Materials:

- Unlock textbook, Data show, White board, Worksheets.

Procedures:

1. The teacher asks the learners to read the introduction and conclusion of the essay *Compare and contrast the two sharks in the diagram*.
2. The learners then use their notes from the Critical thinking and Writing sections to complete the first draft of the 2 supporting paragraphs.
3. The teacher allows up to 20 minutes for this first stage.
4. The learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary.
5. The teacher monitors and help with any problems.
6. The teacher allows up to 10 minutes. If the class is comfortable with peer reviews, the teacher tells them that they will be checking each other's

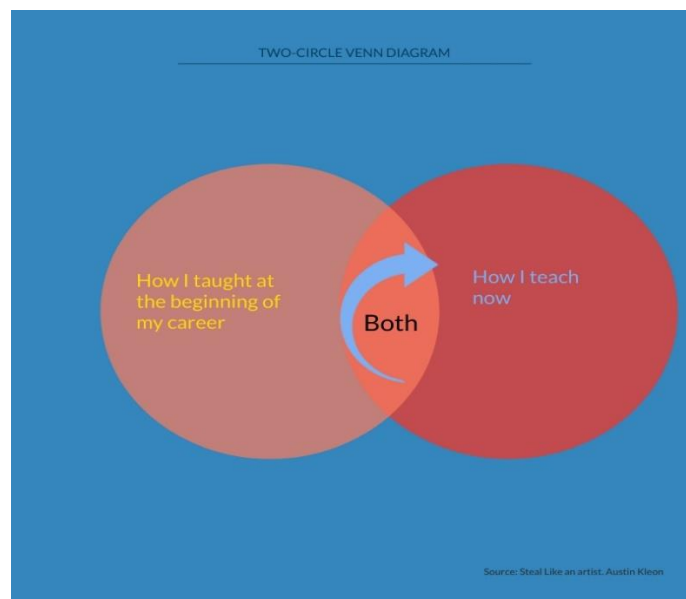
work once they have checked their own, so they must make sure it is as good as it can be before passing it on to a partner to review.

7. The teacher presents the idea of reflective journals to the students.
8. She explains the importance of reflection in improving one's work, avoiding future mistakes, and improving creative writing.
9. The teachers explains in details the main stages of reflection, these are:

**Self-awareness, description, critical analysis, synthesis, and
evaluation**

10. The teacher models by reflecting on a personal experience of her in front of them trying to focus on both compare and contrast themes using the data show:

I will think about my own teaching practice, specifically the way in which I teach now, and the way in which I taught at the beginning of my career.



11. The teacher allows some time for questions from students.

12. Then, she asks students to think about similar experiences and start reflecting on them. She gives 10 minutes for thinking and reflecting.
13. After that, she asks some students to speak and tell about their reflections.
14. Then she asks them to write online reflective journals contrasting and comparing differences and similarities between school and university experiences as freshmen.
15. She reminds them that they can also suggest alternative topics to reflect on by indicating similarities and differences for the online reflective journal task.
16. They should write and amend their work as necessary before sending on to the messenger group.
17. The teacher allows 10–15 minutes for any queries or concerns they may.

Experimental Group

Week Three

Week Four

Time: 50 for each session

Two lectures

The Learning objectives:

-Generate opinions from different perspectives as solutions to the problem of traffic congestion.

- Provide alternative problem to the one in the book.

-Suggest solutions for the alternative problem.

Materials:

- Unlock textbook, Data show, White board, Worksheets.

Procedures:

- The teacher asks the learners to read the title of the problem-solution essay *Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of the solutions is the most suitable?*
- She asks them to review the problems and solutions they discussed earlier in the Critical thinking and Writing sections and choose the 3 solutions they think are most important.
- Then she asks them to complete the essay plan with notes.
- After that she allows 5–10 minutes for the exercise.

- When the learners seem to be finishing their notes, she asks them to work with a partner and go through their notes together, making any changes necessary.
- Then she goes through the learners' ideas with the whole class.
- The teacher then asks the learners to write the 3 paragraphs in groups of 3.
- If possible, she tries to make sure that each group has a good balance of stronger and weaker learners.
- Each group could either produce one essay together (in this case, the teacher appoints a writer but stresses that all 3 learners should contribute to the essay), or they could each write the essay individually based on the ideas they discuss in their groups.
- The teacher allows 15–20 minutes for this exercise.
- The learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary.
- The teacher monitors and helps with any problems, she allows up to 10 minutes.
- If there is time, the teacher can ask them to peer review their work.
- Then the teacher suggests another problem to write about in addition to the one in the textbook.

- She gives the chance for students to suggest other options (problems) they believe to be important.
- Then, she displays this example as a problem on the data show:

Think of a recent problem faced by your educational institution and answer these questions:

- 1 What possible solutions were there to this problem/challenge?
- 2 Which solution was chosen?
- 3 Did you agree with this decision? Why / Why not?
- 4 Why do you think this solution was chosen rather than another one?

- She gives some time to the learners to think and answer the questions presented. She asked them to work in groups of three.
- Then she presented a table using the data show and starts listening to their ideas.
- She asks them to reflect on the suggestions and evaluating them.

The problem	Goals
Overcrowded classrooms at Birzeit University.	<ul style="list-style-type: none"> • Reducing the numbers of students in the classrooms. • Creating more convenient physical setting and educational environment.
Solutions	Advantages/ Disadvantages
Building new rooms	+ Can solve the problem on the long run

	-Needs long time for execution and can be expensive
Arrange for two periods of study during the day.	+ Can be good for students who work part time hours. -Not convenient for all students, especially for female students.

- The teacher demonstrates to the learners how to weigh up both advantages and disadvantages.
- The teacher asks them to reflect on similar situations they had in the past related with educational problems and other difficulties they had. This should involve:
 - Consider their actions and choices.
 - Reflect on decisions.
 - Review and process new knowledge they have.
 - Incorporate their teacher feedback.
 - Decide their future learning pathways.
- Finally, the teacher reminds them to write online reflective journals on the messenger app reflecting on a personal/ an educational/ or a local problem and explain some solutions taken by participants and students and evaluating the best practices.

Experimental Group

Week Five

Week Six

Time: 50

Two lectures

Learning objectives:

- Write a response paragraph for the chosen topic from the book (Efforts to preserve the world's intangible cultural heritage.

-Generate as many ideas as possible.

- Write personal response for a different topic chosen by the teacher or recommended by the students.

Material:

- *Unlock* textbook, Data show, White board, Worksheets.

Procedures:

- The teacher asks the learners to use their notes from the Critical thinking and Writing sections to write the response paragraph for the topic suggested in the textbook “*Write a response paragraph giving your opinion about the efforts to preserve the world's intangible cultural heritage.*”
- The teacher monitors and helps with any problems.
- The teacher allows 10–15 minutes for this.
- The learners work individually to check the content and structure of their work against the *Task checklist* and make any necessary changes.

- The teacher monitors and helps with any problems.
- She allows up to 10 minutes.
- If there is time she can ask them to peer review their work.
- The teacher gives a chance for some students who are enthusiastic to read their response paragraphs for the whole class.
- The teacher encourages and motivates them with positive words.
- She makes asserts the importance of respecting each other's' ideas and highly evaluating other colleagues' work.
- The teacher demonstrates her personal response on a new and different topic using the data show.

The main idea	Details	My response
The MOE decision to abolish homework for the elementary stage from (1 st -4 th) grades.	This decision was taken to reduce the homework stress on the kids and their families and to increase young learners' motivation towards their school.	<ul style="list-style-type: none"> • Learning doesn't only happen in a classroom situation. • Abolishing HW may decrease self-reliance. • It depends on what type of H.W is given and its purpose.

- In addition to the teacher’s personal response, she gives the opportunity to students to give their personal responses frankly.
- The teacher allows 5 minutes for discussion.
- She draws their attention that a personal response is mainly related with their own opinions and not necessarily should be agreed upon or accepted by others.
- The teacher assigns the next online reflective journal. The learners should write online reflective journals as a personal response about a recent topic, case, or issue that students feel it is important and relevant to their lives. The teacher recommends reflecting on wearing Palestinian traditional embroidered dress “Thobe” by the Palestinian American Congress member Rashida Talaib and its importance in preserving Palestinian national heritage and identity.
- She reminds them to reflect on accordingly with their personal experiences, how female students see this national practice and how male students see this.
- The teacher presents related images and photos of the Palestinian American Congress member Rashidah Talaib, and how she was able to use the Palestinian “Thobe” as new political and national symbol to preserve the Palestinian identity.



- The teacher reminds the students that they still have the choice to reflect on other topics suggested and chosen by them.
- The teacher reminds them to revise their work and amend carefully before sending on the messenger group.
- The teacher allows 5 minutes for any questions or queries.

Experimental Group

Week Seven

Week Eight

Time: 50 minutes for each session

Two lectures

The Learning objectives:

-Expand on the details of the writing topic to explain and embellish upon ideas.

-Broaden and extend the two sides of arguments (in favor of and against).

Materials:

- *Unlock* textbook, Data show, White board, Worksheets.

Procedures:

- The learners use their notes from the Critical thinking and Writing sections above to write a first draft of the essay *Should universities require students to take physical education classes? Discuss both sides and give your opinion.*
- The teacher monitors and helps with any problems.
- The learners could then swap their work with a partner and review each other's work.
- They should amend their work as necessary before going on to the next stage.

- The learners should be very well prepared by now.
- The teacher allows no longer than 20 minutes for a first draft (15 minutes for a stronger group).
- The learners should edit the content and structure of their work against the Task checklist and make any changes necessary.
- The teacher monitors and helps with any problems.
- The teacher allows up to 10 minutes. If there is time and the teacher can ask them to peer review their work.
- Learners do the same with the Language checklist and make any changes necessary.
- Again, the teacher monitors and helps with any problems. If there is time the teacher asks them to peer review their work.
- The teacher allows up to 10 minutes including the peer review.
- The teacher presents a new topic “Should History be taught at schools?
Discuss both sides and give your opinion?”

Arguments for	Arguments Against
-Teaching History is important because students should be able to understand their past and the	- Some students think that History is less interesting school subject and that governments should

background to current issues in the news.	spend time and money on more useful subjects.
-It helps learners to understand the culture and background.	-Some people argue that Math and Languages are more important so we can have a society with good basic education.
-Teaching History can help students to think for themselves, and it can help improve students' reading and writing skills.	-Some people think that we should spend money on teaching Science as this can move the country forward and benefit the economy.

- In addition to the teacher's two -side arguments, she gives the opportunity to students to think and add more arguments on both sides frankly.
- The teacher allows 10 minutes for discussion.
- She draws their attention that these arguments can be mainly related with people's opinions and that they can add their own.
- The teacher suggests a theme for the next online reflective journal. The learners should write online reflective journals presenting arguments in favor of and against teaching English language at Birzeit University and giving their personal opinions at the end of the journal.

- She reminds them to suggest and recommend other themes or topics they are interested in for the online reflective journal.
- She reminds them to reflect on accordingly with their personal experiences.
- The teacher reminds the students to revise their work and amend carefully before sending on the messenger group.
- The teacher allows 5 minutes for any questions or queries.

Appendix G
The Validation Jury

No.	Name	Affiliation
1	Prof. Abdallah Baniabdalrahman	Yarmouk University
2	Prof. Naser Khalifa Makablh	Yarmouk University
3	Dr. Raed Khdair	Yarmouk University
4	Dr. Awatef Abu Al Sha'ar	Al Al-Bayt University
5	Dr. Mohammad Farrah	Hebron University
6	Dr. Adnan Abu Ayyash	Birzeit University
7	Dr. Rania Qasrawi	Birzeit University
8	Dr. Nesreen Ja'afreh	Supervisor of English Language
9	Muna Salman	Supervisor of English Language
10	Shayma'a Abdullah	Teacher of English Language

Appendix H

Samples of Students' Reflective Journals

Differences and Similarities between the Previous School Life and the Present University Life

There are a lot of similarities between the school life and university's. When I was at school, I used to wake up everyday at 6:30. Also, in university I wake up everyday at 6:30. When I was at school I studied everyday for 3 or 4 hours, and now I do the same thing at university. In addition to that, at school I had a good relationship with my classmates and now I have a good relationship with them too. At school it was forbidden to come late to school or classes, which is like university now it's impolite to come late for lectures. To conclude, the life at school like the life at the university in too many ways.

While the similarities in these two lives are apparent the differences can't be neglected, in school the classes were between 8 and 1:30 , whereas at the university there is no specific time for lectures. The break at school was only 20 minutes and it was fixed from the highest classes to the lowest classes, otherwise at university the break can be 10 minutes and it can be an hour, two, even three hours sometimes. It usually depends on the schedule that the students arrange. The exams in school were easy and the information in the material books were the only ones required, but in university the exams are much harder and the doctors can ask you to study from another sources. So the life of university is much harder than the life in the school.

The Problem of Traffic Congestion in My City Hebron

Hebron is a well-known place in Palestine. People visit Hebron from all over the world. But in Hebron, traffic congestion is a big problem. It happens because of many reasons. Such as The population of Hebron and the numbers of cars that use the roads. Besides, Hebron has a special religious position because, the Ibrahim Mosque located in it. Which attracts tourists and people from all over the world. Another important reason is the engineering problems, Hebron does not have qualified roads to be used, also there are no bridges and tunnels can be used for transport. There are many solutions to this problem, like engineering and specializing roads for both workers and students.

Traffic congestion can be reduced via engineering. Engineers can solve this problem by designing new roads, and build bridges and tunnels to be used instead of main roads. Also they can redesign the old roads, make them wider, and add bicycles lanes to them. Another possible solution is, building railways for trains, which will reduce the number of people that use the main roads.

But those solutions have many problems. The first one that they are too expensive and the government's budget doesn't allow them to be accomplished. Second, bridges and new roads will take a lot of time to be ready to use at least ten years. The engineering problems are the main causes of traffic congestion so they have to get solved as soon as possible.

Specified roads will reduce the pressure on the roads. At rush hour roads become too congested. And the traffic jams usually last for 2 hours. For that reason, the government has to specified roads. Which means some roads are specified for student and some roads are specified for workers. Which will reduce the number of cars on the same road.

However, there are many barriers prevent this to happen. The numbers of roads in Hebron are too limited so it will be hard to find enough roads for the workers and students. Also, the distances will be longer which means it will cost more fuel and may lead to a waste of time. It's a good solution for traffic congestion, but it needs a lot of effort.

To conclude traffic congestion is a worldwide problem. And it occurs in every country in the world. But in Hebron it's easy to solve it. But the government needs money for this. Also it needs collaboration between people and the government to solve this problem. And engineers have to help government. As Hebron is a tourist place. I believe that it deserves better roads.

Reflection on My Experience with the E-Learning

In 2020 something mysterious has appeared recently which is called coronavirus. It's a large number of viruses that affects humans and animals. The first spread was in china and then it has spread all over the world. In this essay I'm going to be writing about coronavirus and how it effects the world.

Coronavirus has affected on our daily life because we have to stay home and we are prevented from doing daily life routine such as education. These prevented lead to online education or "e-learning", that we are going to use the internet to connect with other people like classmate and teachers. This system has advantages such as attending lectures and doing exams at home. That means that the disease can't stop us from learning, because it's very vital to not cancel the semester that will provide us a huge amount of information that we need in our career life.

On the other hand, e-learning has disadvantages, for example Birzeit students can't get honor this semester, because the university has decided that the courses will not be calculated as usual with numbers so the teachers will depend on a (pass or incomplete) mark for all students. In addition to that, many students don't have laptops or good quality of internet to communicate with their classmate or teachers. this negative point will effect students badly, because they will be left behind by not attempting their courses and exams so that affects student and can't get information or doing exams that they want.

Finally, there is no vaccine or another way to stop virus yet. if we want to prevent the spread of coronavirus disease, we must stay at home and follow steps that will help us to protect our lives, such as washing our hand, use hygiene and don't leave our houses. At the end, I hope this disappears so that we could go back to our daily life routine.

My School and University Life

When I finished high school, I went to Birzeit University and I noticed that there are various differences and similarities between school life and university life, and I'm going to describe in this essay about these two stages.

There are a lot of similarities between school and university life. the first thing that is time they no time difference between school and university life I wake up at 6 Am and go back home at 2 PM. Secondly, in both stages I study hard because I want to learn and get high marks, in addition to that, in both stages they take attendance. Also school and university give students homework and they have bring them on time.

On other hand, there are many differences between school and university life at school students must wear school uniforms, whereas at university you can wear whatever they want. Also University is more difficult than school, in addition to that, at university you know different people from different places, but at school you can't know much people because university is bigger community than school. At the end, at university you can make your schedule and change your time and courses as you want, but at school you can't do anything about that.

In conclusion, in both stages we must study hard, and we should remember that we come to university to expand our knowledge. Also to learn something new, In my opinion, if you are studying at university or at school, this is a big chance for you, because some people can't continue their education because of the financial problems, so you must be a responsible person.

FINAL REFLECTIVE JOURNAL

Corona virus and E- learning are now associated with each other during the quarantine, E-learning is one of the many ways of learning, it happens online between the instructor and students without face to face meeting, simply it breakdown borders between the student and instructor and I believe that it is more effective.

E- Learning has affected me with its benefits such as, now I can solve any problem I face in the e- learning. In addition to that it brings me more time to check out my home works, more relax especially we are in Ramadan, it let me save money instead of spending it daily. My routine has changed, I used to do my home works on time, as well as I have more time to help my mom in our house such as, tiding up the house, helping her in cooking...etc. I always used to say to myself and everyone look at the bright side of life.

On the opposite side, E- learning also has many negative points on my life as well as on instructors for example, nowadays for me; at the beginning of quarantine I have started my online education journey with some technical problems, in addition to that, I feel that it is going to be a very hard way to learn, but when I had started I discovered that is a very easy way to learn, despite all difficulties I forced myself to do the best. For instructors, it is a kind of war and very hard to deal with, to clarify this, students are a new young generation so they can deal with e- learning very easily. On the contrary, instructors are almost older than students so due to the difference in age between us they maybe suffer from this type of learning, on top of all these issues the Wi-Fi still the most important factor in order to continue this process.

To conclude, if this crisis returns in the near future, it will be easier experience for me to deal with because I have learned a lot in these crises. For universities, especially for my university (BIRZEIT UNIVERSITY) to beware of and ready for any crises we may face and to provide supplies for students in order to be prepared for any sudden.

Reflection on E- Learning During Corona Virus

In December, 2019 a fatal virus called corona virus (COVID- 19) has started effecting badly on humans in china, from Wuhan to the entire world, because they had used to eat every kind of animals, in addition to that it affects very badly on the economy of the country, life had stopped completely because of that fatal virus.

The major solution and the most important one is quarantine and staying at home, because it reduces the possibility of infection, and increases the cure rate. On the negative side it caused crises globally, and all aspects in our life, such as on education particularly on schools, universities, and employees.

The second solution was to close the borders between countries, and airports to prevent people from wandering between countries. This solution is a successful one positively, because it relaxed people movement and reduces the possibility to be infected from corona virus, on the other side it made countries suffer from the economic situation.

To summarize, corona virus has become a global pandemic situation, the entire world is still suffering from it, because of its effects on our life, **but we still wonder if this virus is a conspiracy or biological warfare?**

Traffic congestion in my village AL-Tira

Traffic congestion is a global problem, which you can find it all around the world; it's mainly caused by human's daily activities, in my village it happens almost every day during the rush hour, when employees finishes their work and students leave their schools. On Friday, it always happens when the Friday pray ends; cars and people fill the mosque square.

Actually, the first solution and the most important one is **engineering**, by reengineer the old way the village was made such as, repairing the old streets, building bridges and widening up the streets, on top of them this way will solve the traffic problem on the positive side. On the contrary, this way needs a huge amount of money, and it affects the whole area badly, on the environment particularly and it may need to destroy some houses in order to expand the roads.

Usually, it's a good way to think of something **technologically** to solve the traffic problem. For example, putting smart sensors in the parking's to organize the cars movement. This idea has lots of advantages like; it doesn't pollute the environment and the area at all also it's a smart way to develop our village. On the other hand it has many disadvantages like; it costs a lot of money and needs experts to do it and a very expensive materials and equipment.

To conclude, generally in Palestine this is a very common problem, it has a lot of solutions but all of them can't be achieved because of the Israeli occupation. I always wonder if these ideas can become true or not after the demise of the Israeli occupation?

My Reflection on E-Learning

“Intelligence is the ability to adapt to change” by Stephen Hawking. Many things in our lives happen and we have no control over it, and all we can do is try to find a way to coexist in what is going on. Almost all the world is facing the Coronavirus, it is a dangerous virus that spreads from one person to another by direct or indirect contact. As a result, all schools, universities, companies, supermarkets, etc... are closed. But life cannot stop because of this virus. For example, universities, schools, and companies use technology in order to communicate with each other. The Birzeit University in which I study in uses E-Learning in order for students to complete their education, despite everything that is going on. But I cannot say E-Learning is perfect, as I face some difficulties and challenges while I am using it, but also E-Learning helps me a lot, and also it helps me and almost all of the students in the university to complete studying to achieve their goals. I will talk in this reflective journal about the challenges, and the difficulties I face, and also about the positive things that E-Learning has.

There are a lot of difficulties and challenges I am facing during E-Learning. The internet connection isn't that strong, so sometimes when I am taking lectures the internet stop working, so I miss some information from the lecture. Also, there are some lessons that I find hard to understand online because, I think when we take lectures in the university, the doctor has more options that he/she can use in order to help us to understand the lesson, but when it comes to E-Learning there are limited options. In addition, my brothers take lectures online, so it is annoying to take lectures online as there is more than lecture at the same time. Additionally, at the beginning, I find it hard in using E-Learning because I didn't know how to use Zoom and the Model. Finally, E-Learning puts more pressure on us, as now I have to do more homework. To sum it up, all

the evidence above show the challenges and the difficulties I face during the E-Learning.

On the other hand, E-Learning has positive things. E-Learning allows us to continue studying during this crisis. Also, I can get on time and see the entire lecture, while in the university sometimes I get in late because of the traffic congestion, so I cannot see the entire lecture. E-Learning provides more time for us to study, when I was going to the university I was waking up early in order to get ready because, the taxi that takes me to the university comes early, so I have to be ready before it comes, but now I use the time that I used to get ready in to study. All in all, all evidence shows the positive things that E-Learning does.

In conclusion, E-Learning is the only thing we can depend on right now during the Coronavirus. E-Learning has its positive parts, and its difficulties and challenges. I think E-Learning isn't that bad, as it helps me to communicate with my doctors in the university and complete learning. But I think it is unfair to complete studying using E-Learning, as there are students who have no internet connection, so this will make it hard for them to complete learning during the Coronavirus. If this pandemic happens again, I recommend the university to provide laptops for students who don't have laptops, as it's hard to continue learning without having a laptop, also I recommend the university to give courses for the teachers, as they can be more informed about how to use E-learning, such as doing online exams, also I suggest having courses for students at university, so students can deal more with E-learning.

My Concerns towards Climate Change and How to Deal with that Problem

Nowadays, many people have concerns and are terrified to certain extent about climate change. They believe there are many reasons causing the climate to change. What is causing this to happen, here are some reasons: First reason, the greenhouse gases; they are efficient in trapping heat into the atmosphere. Human activities cause these gases to increase the methane gas. Second reason, rising emissions, deforestation is one of the examples, when people are cutting down trees left to right and the side effect is that the CO₂ will increase. Also increasing the livestock farming, cows for example, produce large amount of waste when they digest food. Moreover, the main reason for global warming is human activities, in addition for the last 150 years the industrial activities raised atmospheric carbon dioxide from 280 part per million to 412 parts per million. It should be noted that China is the main reason for climate change as there are many industrial activities in China, but today and because of the Coronavirus the global warming decreased 50% compared to last year. To sum it up, all the evidence above shows the causes of climate change. For each cause there is an effect.

Climate change affects us in many ways. It affected our planet in many ways, as a result of greenhouse gases the weather has been greatly affected. For instance, since 2002 the extreme weather events have multiplied in Romania. Deforestation lead to loss of biodiversity and this affected many species and plants as some of them remain endangered, many species has been lost because of destruction of their habitats. Human activities is one of the reasons for climate change, it caused a change in the atmosphere such as methane and CO₂ gas, systematic observation of the atmosphere has shown the increases. On another note, the air pollution has been decreasing and this has been caused because of Coronavirus, as nowadays people aren't doing the emissions that cause pollution. All in all, the evidence above shows the effects of climate change. If people decrease the activities that cause climate change then the planet will be a good and safe place to live on.

Reflection on Stress

Nowadays, people are hearing the word stress a lot and continuously. Each day in our life there will always be something that makes us feel stress. So many things cause stress. For example, divorce, when two couples divorce both of them will start feeling lonely and they will feel like they have lost something in their lives. In general, women are more emotional than men for this reason they will feel more depressed which may cause stress and frustration. Also, there are external factors that can cause stress. If you work in a job that you don't like a lot will make you feel stressed which may cause anxiety because you will always feel uncomfortable in your work as you are doing something that you hate almost eight hours every day. Also, some things can happen in our lives and we have no control over it and can cause a lot of stress. For instance, the death of a person that you love a lot because one will start feeling sad and depressed because they lost a person they love a lot and most people will start feeling that they will never feel happy again without them and will start feeling that it is really hard to continue their life without them. Lots of people commit suicide after the death of a person they love a lot especially if it was a member of their family. Additionally, being under pressure a lot can cause stress, for example, college students may feel stress a lot because they have a lot of deadlines that should be submitted in short period. Problems that happen in one's life can cause a lot of stress. To sum it up, being under pressure a lot, worrying about something for a long period can cause people to feel stressed, depressed and has anxiety. Feeling stressed a lot and especially for a long period will have many effects on one's life and health.

Feeling stress will not only affect your mental health it will also affect your physical health in general. Stress can cause headaches, insomnia, chest pain, heart problems, and other syndromes. Stress can lead to mental health problems, like mood disorders, as the person will always feel sad, depressed and frustrated. Many people commit suicide because they feel a lot of stress. To sum it up, people should avoid feeling stress a lot to avoid the mental and physical health problems that stress causes.

Traffic Congestion Problems in Ramallah

Living in a large city like Ramallah can cause traffic congestion problems. It is one of the busiest cities in Palestine. Ramallah became the main hub for all the surrounding areas. Most of the official government offices, shopping centers, restaurants, and the sky tower are in Ramallah. People come to Ramallah to do official paperwork, eat and shop. This means that Ramallah is always a crowded city, thus this causes traffic congestion. The essay will discuss solutions for traffic congestion in Ramallah with their advantages and disadvantages.

There are many suggestions to solve the traffic congestion problems, therefore there are always advantages and disadvantages to each solution. One of the solutions is to increase buses for schools, universities, and large companies to use instead of each individual driving themselves or using taxis. This can reduce the traffic congestion in Ramallah and can also, help everyone to be on time for school, university, and work. This will make people feel more comfortable and less stressed; traffic congestion can cause people to feel stress and their mood will change causing them to have a bad mood in their daily life. There are also some disadvantages to this solution. It can be hard to control hundreds of people and requires a lot of time to manage. It could also, be difficult because many people are living in different countries and villages which means that it would be hard or next to impossible to have a bus for 10 people for example. Having many buses can cause further damage to the environment as well. To sum it up, all the evidence above show the advantages and the disadvantages of using buses as a solution to traffic congestion.

There is another solution to traffic congestion that has both advantages and disadvantages. Thinking of innovative traffic congestion problems solutions can limit the problem. Another solution is to have a hanging magnetic

train; this train does not contain mechanical motors and does not run on iron bars. It floats in the air relying on a magnetic cushion. There are many advantages to this solution. It is a very fast way to transfer people, therefore this can reduce traffic congestion, and people will feel very comfortable using this mode of transportation. It would be an adventure to ride on this train. It is very safe for the environment as it does not pollute the air. There are some disadvantages. The magnetic train is very expensive. It would cost billions of dollars to create it. It could create an issue, as with any other transportation especially if damage happens, as this small damage in such a technical train may cause individuals to be harmed. Hanging a magnetic train could be the best solution however, for traffic congestion problems in Ramallah, but many factors must come into play to make this a reality. To sum it up, all the evidence above show the advantages and disadvantages of the magnetic train.

In conclusion, the solutions for traffic congestion in Ramallah have both advantages and disadvantages. The solutions above can help to reduce the traffic congestion in Ramallah City, but at the same time, many things are needed to pursuance for these solutions. The advantages and disadvantages particularly need to be taken into consideration to make the solutions succeed. How many years do you think that will take Ramallah City to apply these solutions?

Reflective Journal on the Educational problems due to COVID-19

Never take life for granted, a small virus shut down and change the lifestyle of the entire world. On the bright side, the advanced technologies we have today are a treasure trove to help us to continue part of our lifestyle. Education got effected but not total shutdown, this is an advantage we have today. On the other hand, we have disadvantages in education. This essay will discuss a solution with its advantages and disadvantages for the educational problems.

COVID-19 affected student's education around the world in many ways, some of us are blessed and lucky to be in the state of Palestine where we have advanced technologies and the internet. Internet and advanced technologies took education by storm during COVID-19. Our advantages with E-Learning is unlimited, I will be covering the main headline. First, E-Learning is the future of educations, COVID-19 helped us by force, to test this module so we can make it work and ready for the future. Second, helping all the students to collaborate with the advanced technologies and how to communicate with it like (Zoom, Education....etc). This will help them later in how to find, apply for a job online and how to use the search engine to get all the information they need. Third, the teachers were forced to adjust from the traditional way of teaching an advanced way of thinking. Fourth, today we gained another big advantage, we are saving a lot of money by learning from home and are turning the environment to a better place. To sum it up, all the evidence above show the advantages of E-Learning.

Otherwise the advantages, there are also some limitations to the E-Learning process. First, sooner or later students will become lazy. They will be waking up late and have less interest in education because of the distraction they will have while they are online all of the time. Second, unfortunately, not everyone is fortunate enough to have the internet or a personal computer, whether they can't be afforded it or the area they live in doesn't have internet yet. Third, even though we are advanced with the internet and technology it is not stable

enough to count on one hundred percent. Fourth, our communication skills are going down, stress will increase and that will lead to depression which will cause us to become less productive. All in all, all the evidence above show the disadvantages of using E-Learning.

In conclusion, there are advantages and disadvantages for using E-Learning. We can focus on the bright side, the convenience we are getting to continue our education. Everyone got forced to change the way they teach or learn for a better future. I hope this experience will open the doors for E-Learning to a lot of us and lead to lower tuitions and textbook prices. The education intrusion will mean less space needed which will lead to saving on electricity, cleaning, water, and other major expense like insurance and maintenance. From the other side, the E-Book will help us to save the environment by reducing the cutting of trees. Job opportunities will increase for the development to build a better system and software to make E-learning smoother. Hopefully, we will be able to help people who don't have internet by enabling an offline mode for education.

My Reflection on the Educational Problems in Palestine

The educational process is one of the important things in the world, education provide us huge amount of information we need in our practical and career life, so I think we need to work on having the best education to the whole people, which means we need to focus on the problems we face so we can fix them and provide a good education for humans.

In Palestine we do face problems in the educational process, but, these days we are facing one of the most dangerous viruses, It's covid-19, this virus forced the continuation of life to stop, and forced people to stay at their homes, which made business people and students to continue their work from home, by having online courses and meetings, but this way have a lot of problems beside It benefits, one of the most important issues is that not all the people own a laptop or a mobile phone, also not all the families do have an internet connection on their houses, and in the distant villages people face cut od electricity during the courses or meetings they're having which it causes them problems. There are a lot of other simple issues connected with the voice or the students but they can be solved.

The teachers have to considerate that some of the students do have problems prevents them from following up the courses, and also they have to considerate that the students is humans and have a limit of pressure they can bear, we are not robots, we do have other responsibilities beside our homework, and that we can't just sit in front of the laptop for 10 hours just to finish the assignments they gave us. And as we can see we can't get out of our houses to have a walk and move as we used to move when we used to come to university.

The main thing we can do to stop this from continuing is to commit our houses until the government restrict the virus and stop it from spreading. And I hope that we can get past this situation as soon as possible.

My Reflection on Bullying

A lot of people are dying due to various reasons. Either by a disease, being killed , or suicide because of their feelings. Yes!! Some people suicide for a feeling that the hard life circumstances caused it. Affecting in somebody's feelings or playing with them may destroy a life, such as BULLYING.

This horrible action has multiply reasons that causes it, for instance, some people bully others because they need attention, they don't care how other people feel, But you never look good trying to make other people look bad. Another reason is that bullies usually suffer from violence at their own home or someone else is bullying them, so they put their all anger in other people. Moreover, it also comes from jealousy and hatred or they just like to put their power on other peers.

Taking away the causes and talking about the effects of bullying have no limits. It can cause a lot of actions, such as depression, low self confidence, stress, bed wetting, loneliness and the most dangerous is SUICIDE. These all actions mentioned are caused by bullying, can you imagine how would them affect a life?

So bullying needs to stop, and if you see somebody is getting bullied or you are the bully you have to stop it before time runs out. SAVE A LIFE because "bullies causes depression, depression causes suicide so are you a murder? "

The Australian Forests Fires

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Australia Bushfires

Bushfires in Australia happen frequently during the hottest months in the year that's because of the bad and the hot Australian climate, but this year the Australian bushfires happen in a bad, horrible and scary way, that's return to many reasons that we will explain.

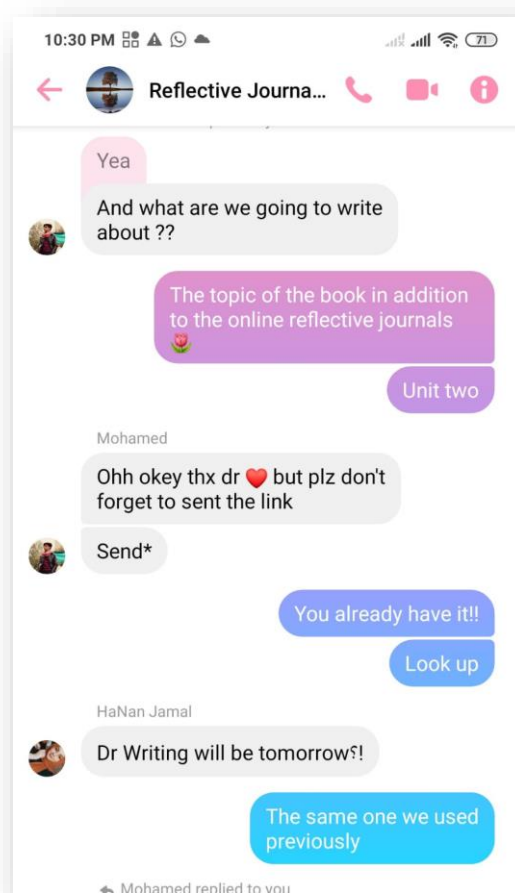
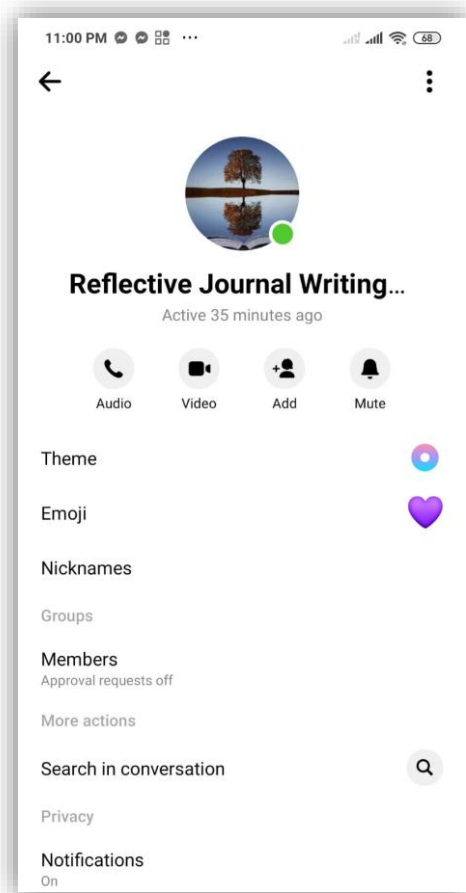
As we said before, the bad climate and the continuous rising of the temperature are two of the main natural reasons for the Australian fires, also there are some plants have oils which is help the fires to ignites easily, there are also a lot of sayings about kind of hawks that take the burning twigs by its beak, and transmit it into another place this could make the ignition spreading faster. In addition to that, there are many natural phenomena help the fires ignition, too. Like: lightning, climate change, and the strong winds. We can't forget and avoid the human role in this phenomenon, they make a lot of bad activities that could help the ignition like: smoking, pollute the air and water, keep the fires blazing during the camping activities.

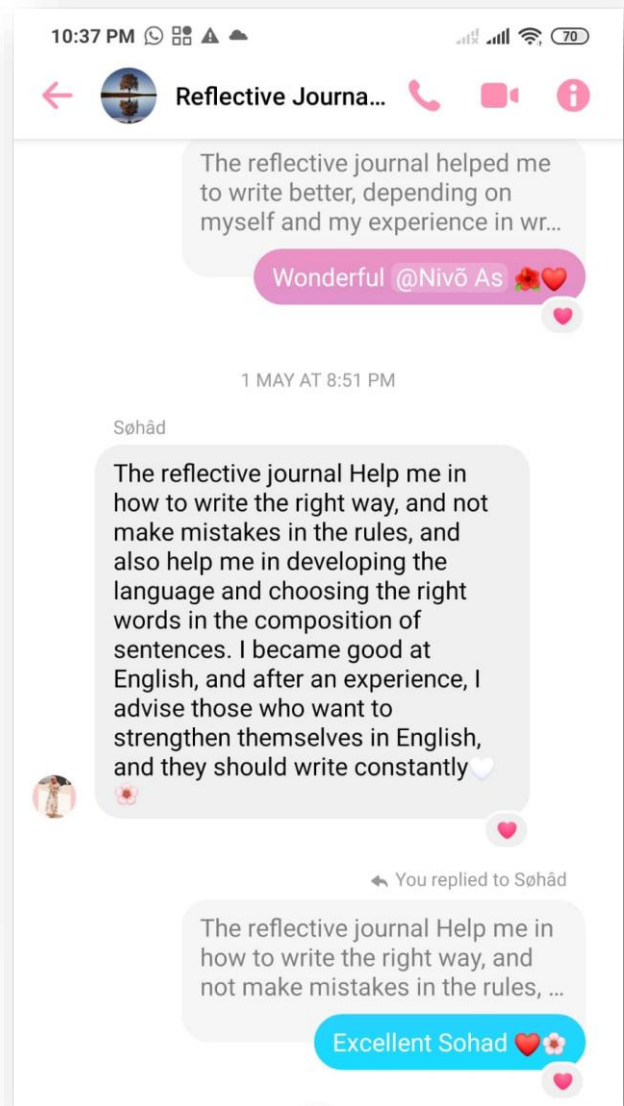
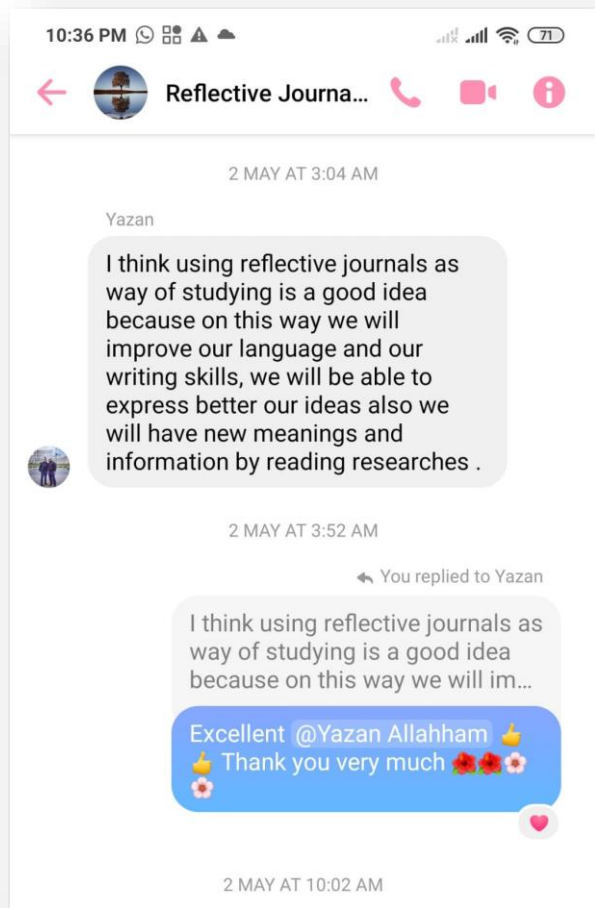
This fires affect negatively on all the creatures on the earth, especially on animals, it kill a lot of animals so we will have a lot of extinct animals, it could destroy their homes, too. It also affect badly on the plants, so it couldn't provide us enough oxygen and get rid of carbon dioxide so it could affect badly on us as a humans.

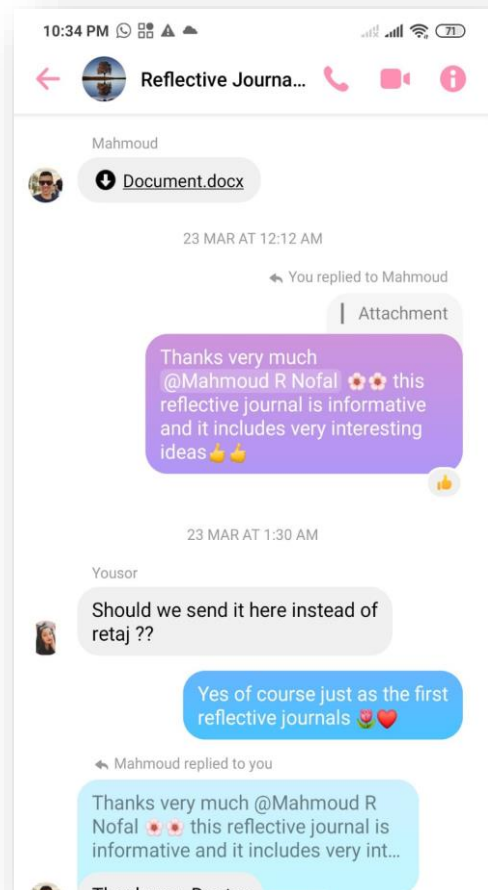
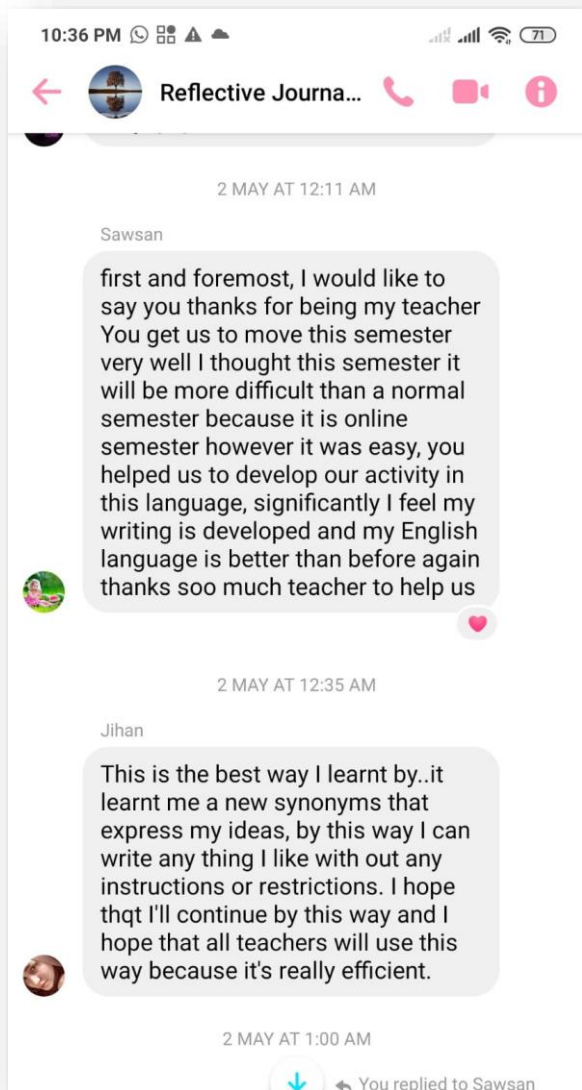
We mustn't leave this issue, because if we leave it we will have a big catastrophe that we can't control it later, so we have to work more and more to find the best solution for this issue.

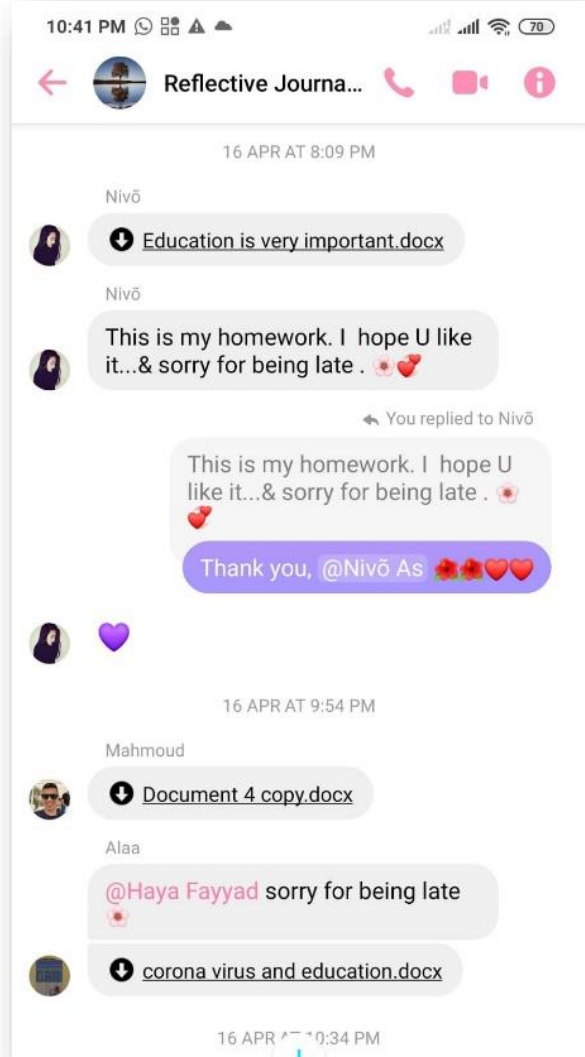
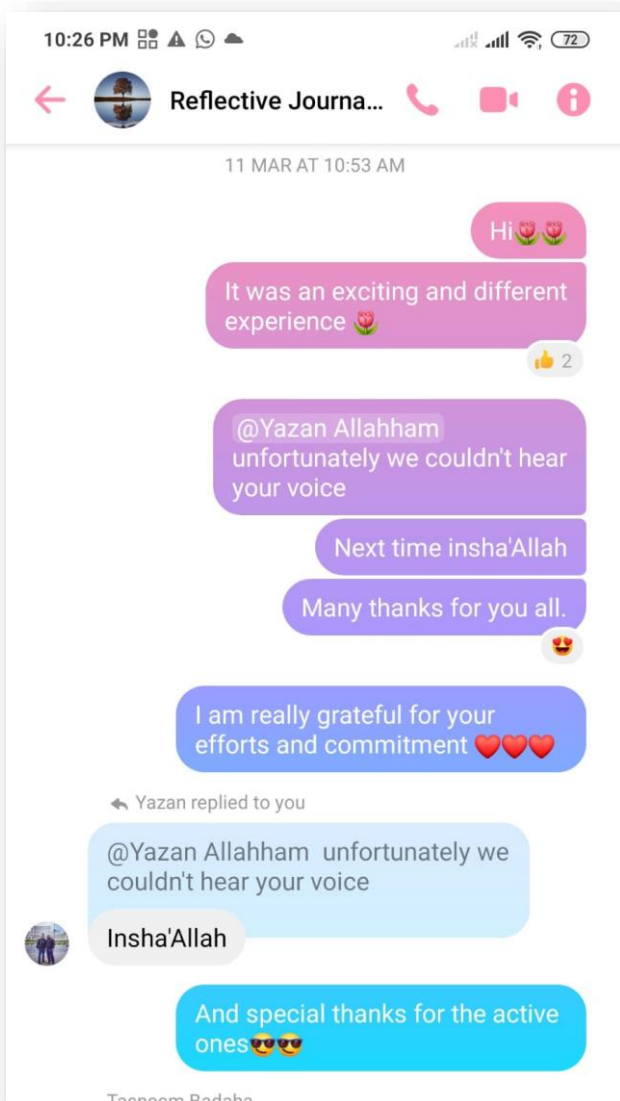
Appendix I

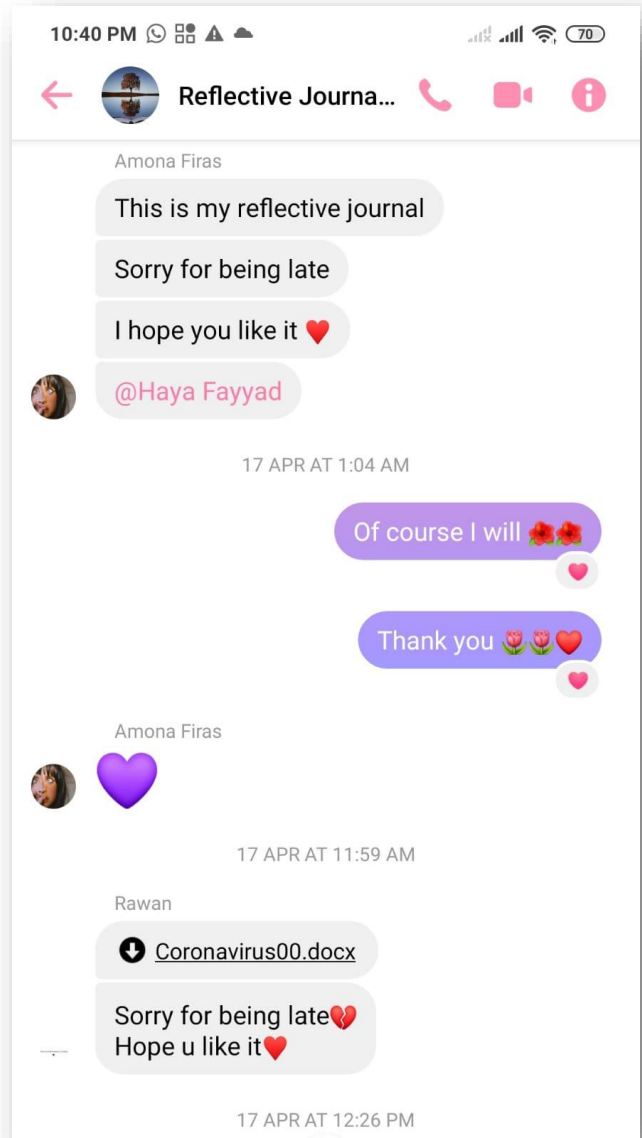
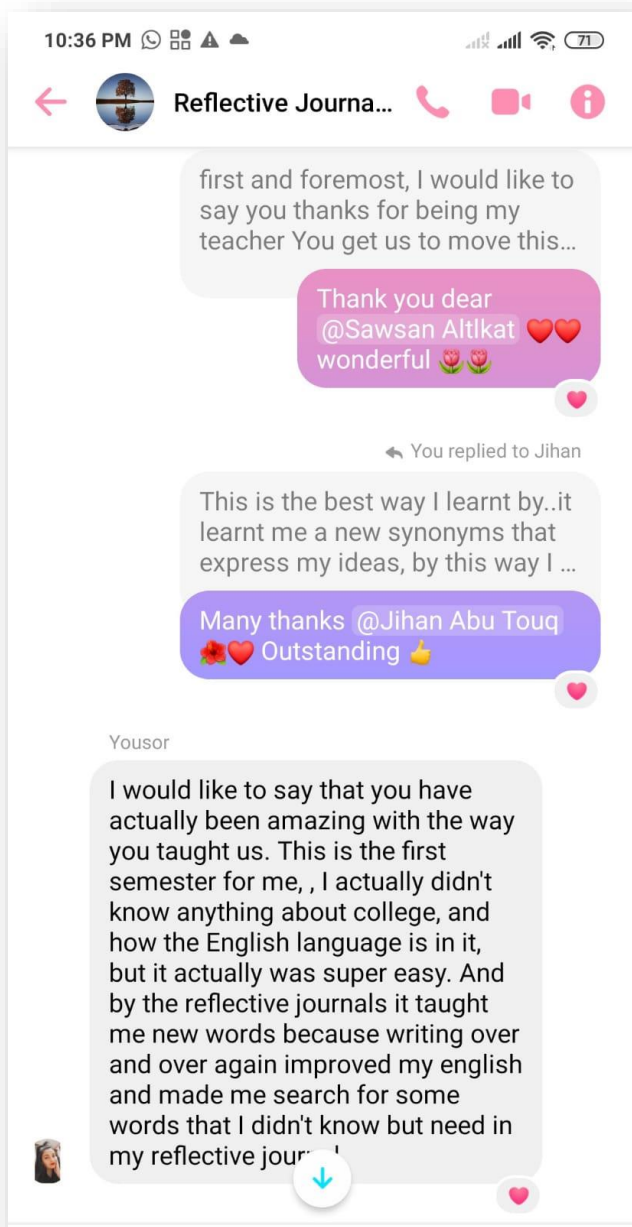
Screen Shots from Students' Messenger Group

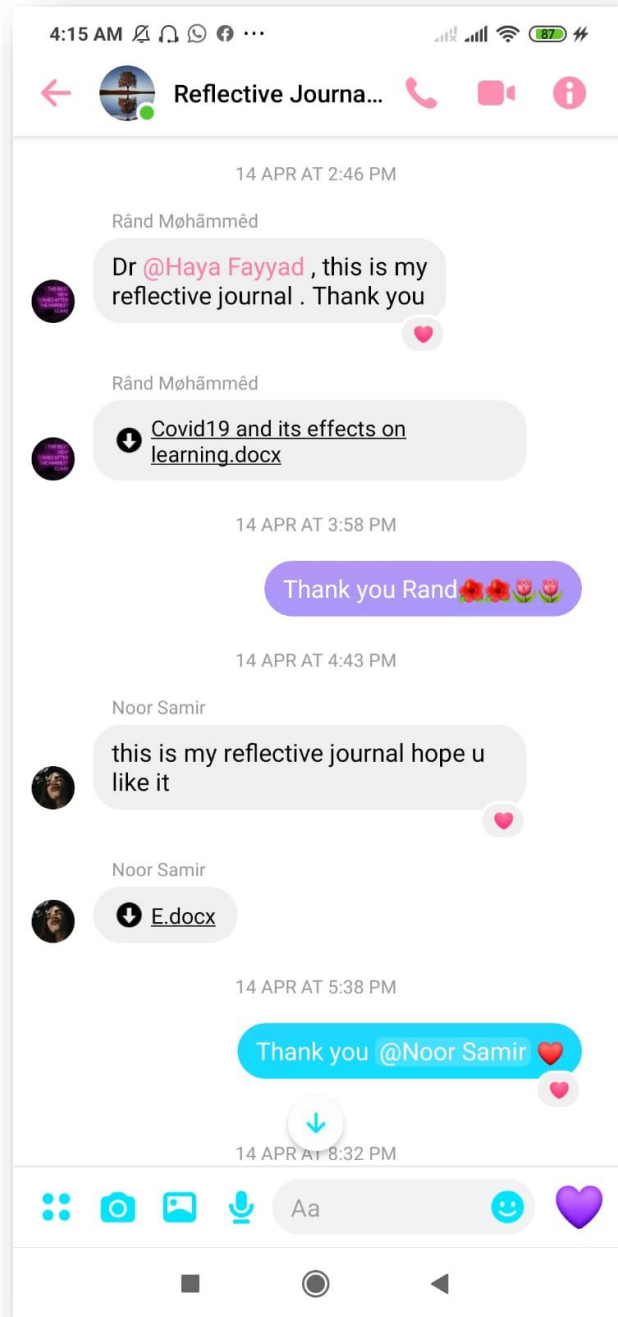
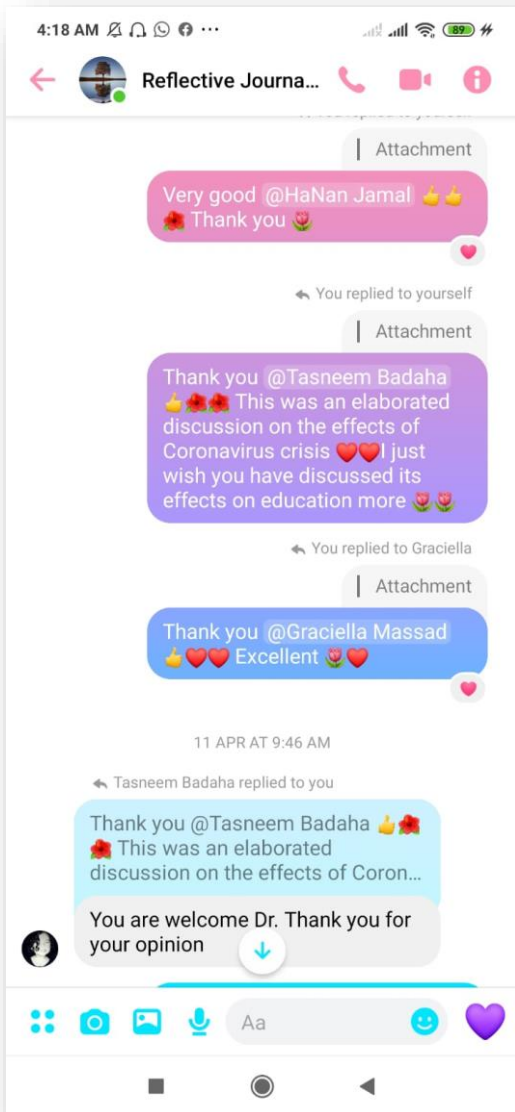












Abstract in Arabic

الملخص باللغة العربية

أبو حسين، هيا (2020). أثر المقالات التأملية الإلكترونية على الكتابة الإبداعية لدى طلاب جامعة بيرزيت، واتجاهاتهم نحوها. أطروحة دكتوراة، جامعة اليرموك. المشرف الرئيسي أ.د. دينا عبد الحميد الجمل، المشرف المشارك أ.د. عماد السعدي.

هدفت هذه الدراسة إلى تقصي أثر لإستخدام إستراتيجية كتابة المقالات الإلكترونية التأملية على الكتابة الإبداعية لدى طلبة جامعة بيرزيت واتجاهاتهم نحوها. إتبعت الدراسة المنهج شبه التجريبي حيث بلغ عدد المشاركين بالدراسة 60 مشاركاً من كلا الجنسين ومن تخصصات مختلفة من طلاب السنة الجامعية الأولى، تم تقسيمهم إلى مجموعتين، تجريبية وضابطة ضمت كل مجموعة 30 طالباً، حيث تم تدريس المجموعة التجريبية باستخدام استراتيجية المقالات التأملية، بينما أتبعت الباحثة التدريس الإعتيادي للمجموعة الضابطة.

أستمر تدريس المجموعتين لمدة 8 أسابيع خلال الفصل الدراسي الثاني للعام الدراسي 2020/2019، وكانت الأدوات المستخدمة لجمع البيانات هي إختبار قبلي/بعدي لمهارات الكتابة الإبداعية، إستبانة تم استخدامها لقياس اتجاهات الطلاب نحو كتابة المقالات التأملية الإلكترونية، بالإضافة لكتابة الطلبة تأملات ذاتية حول تجربتهم في كتابة المقالات التأملية الإلكترونية.

وقد أظهرت نتائج الدراسة فروقاً ذات دلالة إحصائية عند مستوى الدلالة ($\alpha=0.05$) بين مستويات الطلبة في مهارات الكتابة الإبداعية في الإختبار البعدي لصالح المجموعة التجريبية. ويعزى ذلك إلى أثر المواظبة على كتابة المقالات التأملية الإلكترونية. كما أشارت نتائج الإستبانة وتأملات الطلبة وبوضوح إلى أن اتجاهات الطلبة نحو كتابة المقالات التأملية الإلكترونية كانت إيجابية. وفي ضوء نتائج الدراسة الحالية، قامت الباحثة بتقديم مجموعة من التوصيات لمدرسي اللغة الإنجليزية بالجامعات والمدارس بأهمية استخدام المقالات التأملية الإلكترونية لتحسين الكتابة الإبداعية لدى الطلبة.

الكلمات المفتاحية: اتجاهات الطلبة؛ جامعة بيرزيت؛ الكتابة الإبداعية؛ المقالات التأملية.